

HEALTH STORIES

BOOK TWO



◆ CURRICULUM FOUNDATION SERIES ◆



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CURRICULUM FOUNDATION SERIES

HEALTH STORIES

BOOK TWO

by

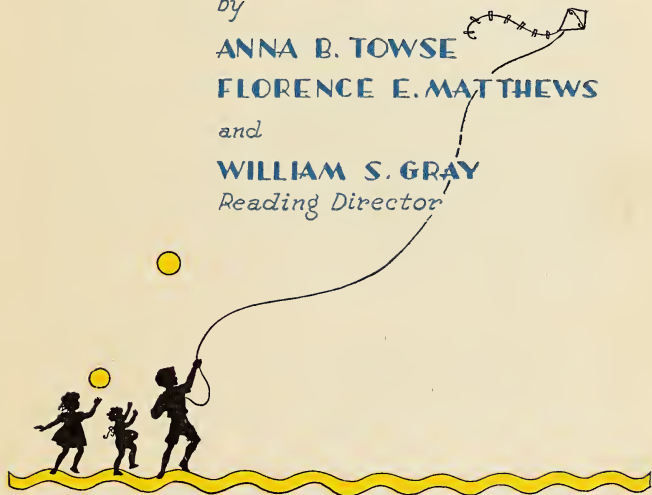
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PREFACE

Health Stories, Book Two is the second unit of a group of Health books in the Curriculum Foundation Series. Each group of books within the series provides reading and study experiences in a specific field which parallel and re-enforce oral learning activities at the same level.

Health Stories, Book Two presents interesting material based on life situations. The aim is to develop—from both personal and social viewpoints—health attitudes, habits, and knowledge appropriate for the grade level. The resulting behavior should help to develop a healthy body and a healthy personality.

In textbooks for the lower grades the limited reading experience and abilities of children must be recognized. Unnecessary reading difficulties should be scrupulously avoided. The pupil's attention will then be centered upon ideas and problems rather than upon the mere task of reading.

Health Stories, Book Two has been carefully edited with regard to reading difficulties. The vocabulary is correlated with that of *Health Stories, Book One* and the Basic Readers for the first two grades, as explained on page 173, but the book can be read without difficulty by any average second-grade group.



STORIES

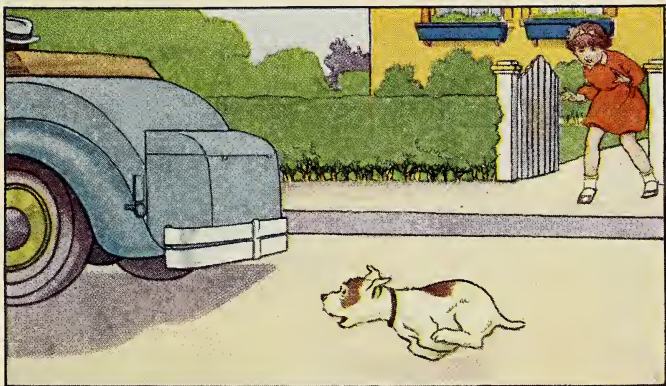
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PART 1



Jip's Bad Habit

"Honk! Honk! Honk!" A big car was coming down the street.

"Bow-wow-wow!" barked a little dog, as he started after the car.

"Jip! Come back, Jip!" called Peggy. But Jip did not hear her.

Just then Peggy's father came along.

"Why does Jip run after cars, Father?" asked Peggy.

"It is just a habit," said her father.

“How did Jip get that habit?” asked Peggy.

Father said, “The first time he ran after a car, he thought it was fun. So he ran after cars again and again.

“Now he runs and barks every time he hears a car coming.

“That is a bad habit, because he may be hurt by a car.”

“I used to have a bad habit,” said Peggy. “I always left my clothes on the floor when I went to bed.”

“But now you hang up your clothes,” said Father. “That is a good habit. You have many other good habits, too.”

“Running after cars is the only bad habit Jip has,” said Peggy. “What can we do about it?”

“Try shutting him in the garage every time he runs after a car,” said Father.



The next time Jip ran after a car, Peggy shut him in the garage. There he stayed all morning.

After dinner Peggy let him out.

“Honk! Honk! Honk!” went a car.

“Bow-wow! Bow-wow!” barked Jip, and away he ran after the car.

When he came back, Peggy shut him in the garage again. He barked and barked and cried and cried, but Peggy would not let him out for a long time.

Day after day Jip ran after cars. Day after day Peggy shut him in the garage.

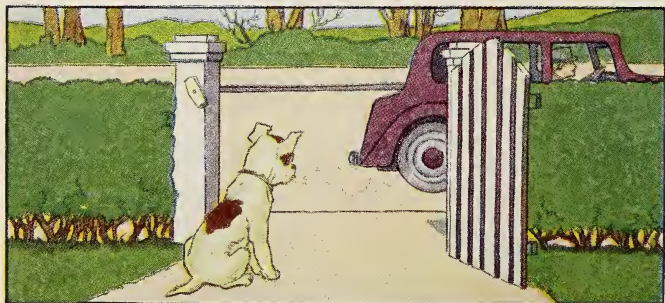
One morning when Jip heard a car, he started to run after it. But suddenly he stopped. Then he sat down and watched the car go by. He did not bark.

Many, many times he watched cars go by without running after them. And he did not bark at them.

At last Peggy said, "Jip, you don't run after cars any more. You just sit and watch them go by. Your bad habit is gone."

But Jip did not hear her.

He was watching another car go by!





Peggy's Good Habits

Boys and girls do things over and over until these things become habits.

There are good habits and bad habits.

Page 8 tells about one good habit that Peggy has. What is it?

Do you take off all your clothes every night and hang them up?

Do you know why hanging up clothes is a good habit? It helps to keep them looking nice.

Read page 12 and find out some other good habits Peggy has.

1. Every morning before breakfast Peggy does these things.

She washes her face and hands.

She hangs up her night-clothes.

She brushes her hair.

She brushes her shoes.

2. After breakfast Peggy brushes her teeth.

3. Every night Peggy does these things.

She hangs up her clothes.

She washes her hands and face.

She washes her neck and ears.

She brushes her teeth.

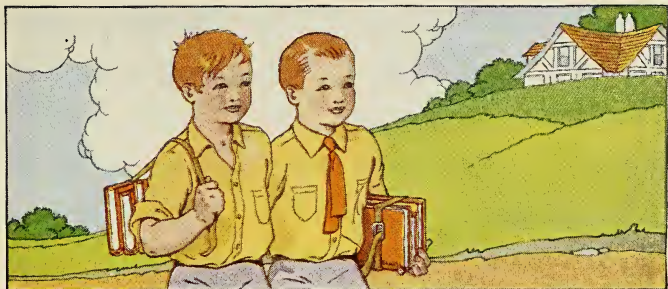
She cleans her finger nails.

4. Peggy always uses her own towel, wash cloth, hair brush, and tooth brush.

5. She takes a bath at least three times a week.

6. When her finger nails need filing, she asks her mother to file them.

Which of these habits do you have?



Which Twin?

Jack and Joe were twins. They looked alike, and their clothes were alike. It was hard to tell which boy was Jack and which was Joe.

But the boys and girls at school could tell one from the other.

When Jack came to school, he was neat and clean.

Joe did not look neat and clean like Jack. Sometimes he forgot to brush his hair. Sometimes he forgot to brush his clothes and shoes, too.

One day Mother got some new clothes for Jack and Joe. Joe's clothes were just like Jack's.

The next morning, when the twins were getting ready for school, they put on their new clothes.

Mother said, "Joe, do not forget to brush your hair. And be sure to brush your shoes, too."

So that morning Joe looked like Jack.

When Mark met Joe on the playground, he said, "Hello, Jack!"

"I'm not Jack," said Joe. "I'm Joe."

"Oh, no!" answered Mark. "You are not Joe. You are Jack. I know you are Jack, because you are neat and clean."

"You can't fool me!"

After Mark went on, Joe laughed. "That is a joke on Mark," he said. "I did fool him, and I will fool him again tomorrow."

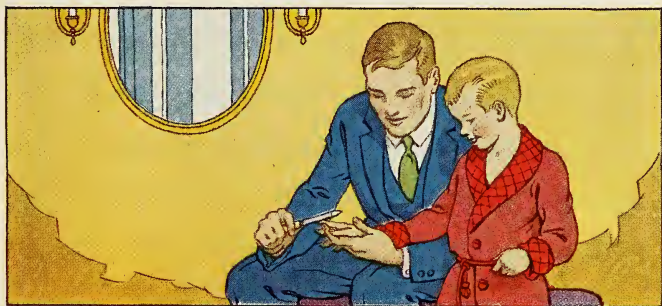
That night Joe's mother did not need to tell him to take a bath.

He put plenty of warm water in the tub. Then he climbed in and rubbed himself all over with soap. He washed his face and his neck and ears, too.

After he had rinsed off the soap, he dried himself with a big, soft towel.

"Now I am clean," Joe said. "But my finger nails are too long."

His father said, "I will help you file your nails so that they will look just like mine."





When Joe got up the next morning, he put on clean underclothes and stockings. He brushed his teeth and washed his face and hands.

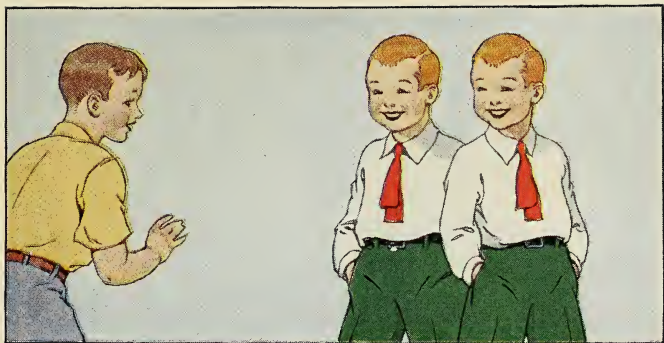
He brushed his hair, and he brushed his clothes and shoes.

When he looked at himself in the glass, he was surprised.

“I certainly look better,” he said. “And I feel better, too.”

Just then Mother came into the room.

“My, how nice you look, Joe!” she said. “If you will try to look neat day after day, keeping neat will soon become a habit.”



On the way to school Joe and Jack met Mark again. Mark looked at Joe.

“Hello, Jack!” he started to say.

Then he stopped and looked at Jack for a minute.

“Well!” he cried. “I can’t tell which is Jack and which is Joe!”

How Joe laughed!

“I fooled you again!” he said. “I fooled you yesterday. I fooled you today. And I will fool you every day!”

The Best Way to Wash

One day Jimmy washed his hands in cold water without soap. He dried them on a clean towel.

“Oh, Jimmy!” said his mother. “Look at your towel. How dirty it is!”

Why was Jimmy’s towel dirty?

Do you know the best way to wash?

Here is something you can do to find out.

Take four towels that need washing.

1. Wash one towel in cold water without soap.
2. Wash one towel in cold water with soap.
3. Wash one in warm water without soap.
4. Wash one in warm water with soap.

Which towel is the cleanest?

Which do you think is the best way to wash your face and hands and body?



Different Ways to Take a Bath

Here are four good ways to take a bath.
Which way do you like best?

When you take a bath, rinse the soap off
your body. Then rub your skin dry.

Keeping the Hair Clean

Do you know why you should brush your hair every day?

Brushing helps to keep your hair neat and clean.

Your hair gets dirty just as your face and hands do. When you brush your hair, you brush out much of the dirt.

But you cannot get all the dirt out of your hair by brushing it. You should wash your hair with soap and water at least once in two weeks.

When you wash your hair, you should wash your brush and comb, too.

Always use your own brush and comb.

Do not let anyone else use your brush and comb.

The next page shows you how to wash your hair.



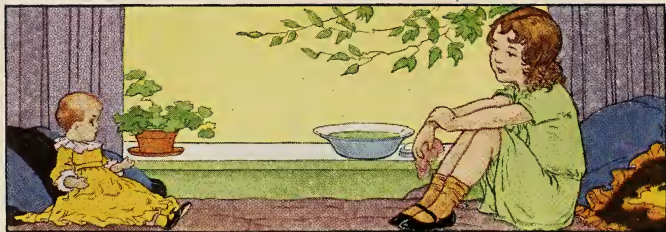
Wet the hair and rub soapsuds into it.



Rinse out the soap with warm water. Then rub soapsuds into the hair again and rinse it until the soap is all out.



When the hair is clean, dry it with a soft towel and brush it with a clean brush.

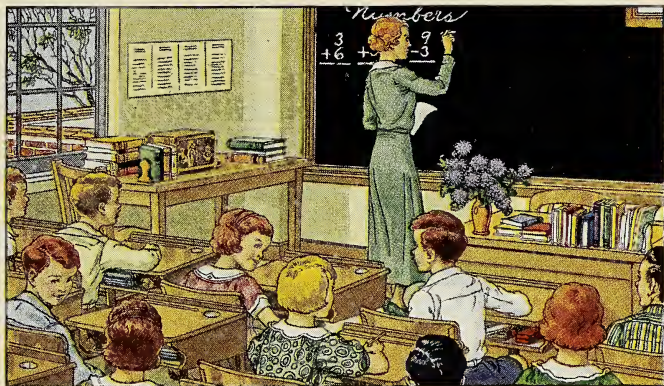


My Painted Doll

My dear old doll has funny hair.
It's not at all like mine.
For I can wash my hair with soap,
And brush it clean and fine.

But my old doll has painted hair.
It can't be cleaned that way.
For when I wash her head with soap,
I wash her hair away.

I'm glad I don't have painted hair,
For washing mine is fun.
I wash it; then I rinse it well,
And dry it in the sun.



The Radio Game

One morning at school the children were ready to start their work. Miss Burns was writing on the blackboard.

Suddenly they heard someone say, "Good morning, boys and girls. Would you like to play a game this morning?"

The children were surprised. They all looked around to see who was talking.

"I hear a radio!" cried Bobby.

"A radio!" said Jane. "Where is it?"

Miss Burns laughed. "Look on my table," she said.

"I see the radio!" cried Bobby.

Just then the radio voice began to talk again.

"I am going to tell you how to play a new game," it said. "If you want to play it with me, sit up straight and listen."

All the children sat up straight.

"Take paper and pencils," said the voice. "Write the word 'Up' on the left side of your paper and the word 'Down' on the right side. I will give you two minutes to do this."

Then Miss Burns went to the blackboard and showed the boys and girls how their papers should look.

Before the two minutes were over, all the children's papers were ready. They waited for the radio voice to start talking again.

“This is the way to play the game,” said the voice.

“I shall ask you some questions. When your answer is ‘Yes,’ you may stand up. If your answer is ‘No,’ you must sit still.

“Every time you stand up, put a mark under the word ‘Up.’ When you cannot stand up, you must put a mark under the word ‘Down.’

“When the game is over, the boy or girl with the most marks under the word ‘Up’ is the winner.”

Miss Burns showed the children how to mark their papers.

They were to make a mark like this: ×.

“Will you play, too, Miss Burns?” asked Jane.

“Yes,” answered Miss Burns.

So she took a pencil and got ready to play the radio game.



“Here we go!” said the radio voice.

“Listen to the first question. Are your finger nails clean?”

Seven boys and four girls could not stand up.

“Now mark your papers,” said the voice. “And let’s try again. Did you wash your face and hands before breakfast?”

Up jumped everyone. Then they all sat down and marked their papers.

The next question was, “Have you brushed your teeth today?”

All but one girl and two boys stood up.

“Have you a clean handkerchief today?”

Eight boys and seven girls could not answer “Yes” to that question.

“Did you brush your hair before you ate breakfast?”

All but Miss Burns stood up.

“Stand up, Miss Burns!” cried Johnny.

Miss Burns laughed and shook her head.

“I washed my hair brush this morning,” she said. “And it did not get dry before breakfast. So I could not brush my hair until after breakfast.”

“Now listen to one more question,” said the radio voice.

“Will every boy and girl try to do all these things before we play the game of ‘Ups and Downs’ tomorrow?”

All the children stood up. Miss Burns stood up, too.

“That is all, boys and girls,” said the radio voice. “The child with the most marks under the word ‘Up’ is the winner.

“I think you will do much better when we play tomorrow.”

“We certainly will!” cried the children. And they did.

Would you like to play the game of “Ups and Downs”?

Read page 29 and find out how you can play it without a radio.

Playing the Radio Game

Write "Up" and "Down" on your papers.

Have one child play that he is the radio man. He will read these questions.

Now play the radio game just as the children in the story played it.

1. Do you always wash your hands before you eat?

2. Did you comb your hair this morning?

3. Do you always use your own comb?

4. Did you wash your face and hands or take a bath before you went to bed?

5. Did you brush your teeth before you went to bed?

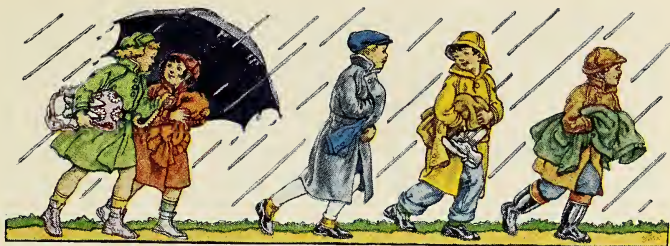
6. Did you bring a clean handkerchief to school this morning?

7. Are your finger nails filed and clean?

Can you think of other good habits to ask about when you play the radio game?



PART 2



Playing Circus

Bob was staying with his cousins on the farm.

One day it rained. Bob's cousin Billy said, "We can't play outdoors today. It's too wet."

"Let's play in the barn," said Bob.

Then Billy cried, "Oh, I know! Let's have a circus in the barn."

"That will be fun," said the others.

The children put on their raincoats and overshoes and ran to the barn. They took some old clothes so that they could dress like circus people.

When the children had dressed up, they looked very funny. Alice and Helen were circus riders. They got on Brownie, the little pony, and went galloping round and round.

Now and then Helen made Brownie stop and lie down. She made him cross his feet like a circus pony, too.

The boys were clowns. They did funny tricks like the clowns in a circus.

Jimmy looked like a very fat clown. He danced on a box and sang funny songs.

Billy did tricks on a swing. He would hang from the swing by his feet. Up in the air and back again he went!

He could stand on his head, too.

Bob wanted to learn some of Billy's tricks. He soon learned how to hang by his feet from the swing, but standing on his head was very hard for him.



Bob fell down many times while he was trying to stand on his head. But each time he laughed and tried again. At last he learned that trick, and he was very proud of it.

“Good, Bob!” cried his cousins.

Jimmy, the fat clown, was very, very funny. He danced and sang and rolled over and over. The children laughed at him so hard that they stopped the circus.

When Bob got up the next morning, his body was very sore.

“Oh, oh, oh!” he cried. “My back hurts! My legs hurt! I hurt all over! I can’t play today.”

Billy’s father said, “You played too hard yesterday. Your muscles are not used to hard exercise. That is why they are sore.

“If you exercise every day, your muscles will not get sore when you play hard.”

Bob’s muscles were sore for a day or two, but soon he could run and play again.

Before he went home, he said to his cousin Jimmy, “I’m going to take exercise every day.

“Then my muscles will not get sore the next time I play circus.”

“Maybe you can learn some new circus tricks before next summer,” said Jimmy.



Little Crow's Good-Health Habits

Once there was an Indian baby named Little Crow. His mother and father were very proud of him.

Little Crow's father was a strong man. He was tall and straight and could run very fast.

"Some day my little boy will be a tall, strong man like his father," said Little Crow's mother.

Little Crow was a good baby. He never cried. Most of the time he slept in his cradle.



The Indian baby had a queer cradle. It was made from animal skins and a board.

When his mother put Little Crow into his cradle, she made him lie straight. Then she tied him in so that he could not fall out.

She tied the cradle to a tree, and the wind sang Little Crow to sleep.

Every day the little Indian baby slept outdoors in his queer cradle. The fresh air and sunshine helped him grow strong.

When Little Crow grew too big for his cradle, he slept on the ground. But he had soft, warm animal skins under him.

Every night he went to bed early.

His mother would say, "The first star is in the sky, Little Crow." Then he would say, "Good night," and go to bed.

Sometimes Little Crow went riding with his father. He sat in front of his father on the horse.

When the little boy was six years old, his father said, "Little Crow is big enough now to have his own pony."

So he gave Little Crow a pony.

The Indian boy was proud of his pony and learned to ride it quickly. Every day he took long rides.

Soon Little Crow could ride very well. He could ride all day without getting tired.



Sometimes Little Crow ran after rabbits in the woods. But when he began to get hot and tired, he would stop and rest under a tree.

He knew that it was not good for him to get too tired.

Sleep and rest, exercise, fresh air, and sunshine helped the little boy grow. And when he was a man, he was as tall and straight and strong as his father.

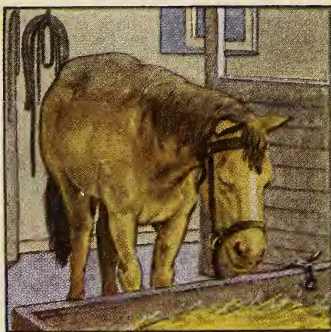


The Star

It twinkled at me from the sky.

It shook its shiny head.

“My dear!” it said. “It’s eight o’clock.
Why don’t you go to bed?”



Sleep

How would you like to sleep standing up every night?

Horses do not always lie down to sleep. They often sleep standing up.

Some other animals have queer ways of sleeping.

Bats hang by their toes, with their heads down. They sleep in the daytime and fly around at night.

Birds do not lie down to sleep. They sit while they sleep.



Boys and girls lie down when they sleep. Plenty of sleep and rest helps them grow.

Here are some things that all boys and girls should remember.

1. Sleep at least eleven hours each night.
2. Always rest when you are tired.
3. Be sure to have plenty of fresh air when you sleep.
4. After you get up, remember to put back the covers and air your bed.



A New Game

One morning at school the second-grade children saw a picture of some Indians with jars of water on their heads.

“How straight the Indians stand!” said Mark.

Miss Burns said, “They walk with their heads and chests up. Then the jars of water do not fall.”

“Maybe we could learn to stand and walk straight by carrying things on our heads,” said John. “Let’s try it.”



“All right,” said Miss Burns. “See if you can walk around the room with erasers on your heads.”

“That will make a good game,” said Betty Jane.

The boys and girls had fun playing the game. At first only two children could walk around the room without letting their erasers fall.

“If you practice this every day,” said Miss Burns, “you will all learn to walk as straight as Indians. But you must learn to sit straight, too.”

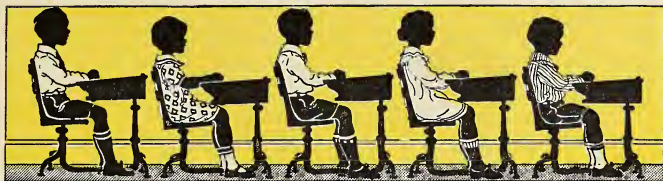
“We should practice sitting with erasers on our heads,” said Nancy.

Every day the children practiced sitting and walking with erasers on their heads. At last they learned to sit and walk straight all the time. They did not need erasers on their heads.

There was something else the children learned to do. They learned to walk with their toes pointed straight in front of them. Their foot-prints looked like this.



Do your foot-prints point straight?



Why You Need a Straight Body

Do you need an eraser on your head to help you sit straight?

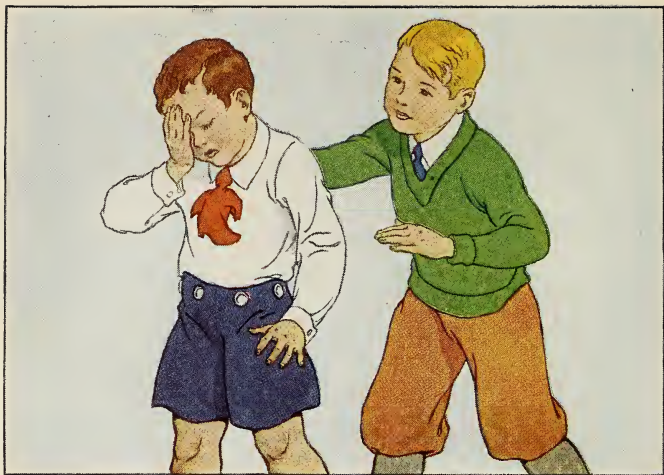
You know that you look better when you sit straight and when you stand and walk straight.

But did you know that holding your body straight helps to keep you well?

You cannot keep well if you do not breathe all the fresh air your body needs.

You can breathe better when you hold up your chest. Then your body can get plenty of air.

Do you sit as straight as the boys and girls in the picture?



Peter Learns about His Eyes

One day the wind was blowing hard. It blew and blew. It blew dust all around Peter and Bill as they came down the street.

All at once Peter stopped and put his hand over his eye.

“Wait a minute, Bill,” he said. “I have something in my eye.”

“Don’t rub your eye,” said Bill. “Just close it for a minute. Then the tears will wash out whatever is in your eye.”

Peter did as Bill told him to do, but his eye still hurt.

“What shall I do?” said Peter.

Bill thought for a minute. Then he said, “I know what to do. Let’s go and see our doctor. He lives on this street. Maybe he can help you.”

“All right,” said Peter.

Soon they were at the doctor’s home.

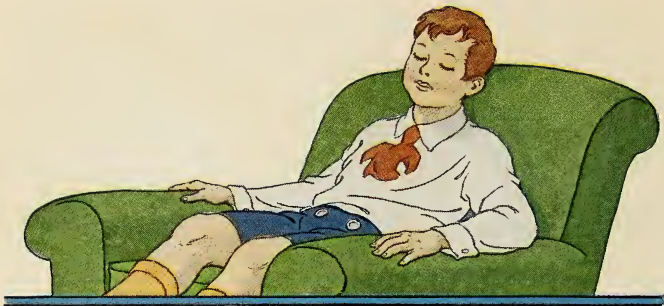
“Hello, Bill,” said the doctor.

“Hello, Doctor Long,” said Bill. “Peter has something in his eye. Can you get it out?”

“Come in, and I’ll see,” said the doctor.

“Now let me look at your eye, Peter. Oh, yes! I see what is hurting you.

“There! It’s out.”



Then Doctor Long said, "Close your eyes for five minutes and rest them."

When he looked at Peter's eye again, he said, "Your eye looks all right now."

"It feels all right, too," said Peter. "Thank you for taking care of it. There must have been something big in it."

"Not very big," said the doctor. "Here it is." And he showed Peter a tiny black speck of dirt.

Peter laughed. "That speck looks very tiny," he said. "But when it was in my eye, it seemed as big as a house!"



How Jane Takes Care of Her Eyes

When Jane reads in the daytime, she sits near a window. She sits so that the light does not shine in her eyes.

At night she sits near a light to read. She puts the light at her left side. It shines on her book, but not in her eyes.

She does not hold her book too close to her eyes or too far away from them.

Jane never reads print that is much smaller than the print in her school books.



Jane's teacher is very careful about the children's eyes. When she writes on the blackboard, she tells the boys and girls to sit where they can see the writing.

In this room the sun never shines in a child's eyes. The light comes from the left. There is a good light on each child's paper while he writes.

If the light came from the right side, the child's right hand would keep some of the light from his paper.

How to Care for Your Eyes

Your eyes help take care of you. Here are some rules for taking care of them.

1. If something gets into your eyes, close them and see if the tears will wash it away. If your eyes still hurt, go to someone who can help you.

2. Rest your eyes when they feel tired.

3. When you read, sit so that the light does not shine in your eyes.

4. When you write, sit so that the light comes from your left side.

5. Never rub your eyes.

6. Never look at a bright light.

7. When you go to a picture show, do not sit near the picture. The light in the picture is very bright. It may hurt your eyes if you sit too near it.



Why We Need Ears

This rabbit has just heard a noise.

“What can that be?” he seems to say.
“Maybe it is something that will hurt me.”

So he sits very still for a few minutes and listens. If he does not hear the noise again and does not see anything, he will know that he is safe.

A rabbit could not live very long without his ears, for they tell him when danger is near.

Your ears help keep you out of danger. They tell you when a car is coming. In what other ways do your ears help keep you out of danger?

Your ears help you learn things, too.

You need them all the time. So you must take good care of them.

Here are some rules for taking care of your ears.

1. Keep them clean.
2. When you wash your ears keep soap out of them. Do not put anything into them but a soft wash cloth.
3. When your ear aches, go at once to someone who can help you.
4. Sometimes your ears hurt when you blow your nose. Always blow your nose carefully and blow only one side at a time.

Betty Goes to the Dentist

One day Betty came home from school early.

“Mother, my tooth aches,” she said.

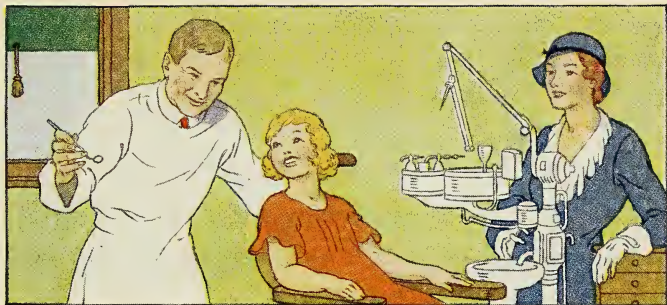
“I am sorry,” said her mother. “We will go to see the dentist. He will know what to do for the tooth.”

“Oh, dear!” said Betty. “Why should I have a toothache? I brush my teeth every day.”

Mother said, “Teeth sometimes ache even if we do brush them. Doctor Black can tell us why your tooth aches. He can make it stop aching, too.”

Betty liked Doctor Black, for he was always kind to her. Sometimes he told her funny stories while he worked.

So she said, “All right, Mother. Let’s hurry.”



Doctor Black looked at Betty's teeth very carefully. Then he said, "There is a tiny hole in this back tooth. That is why it aches."

He cleaned out the hole. Then he put something in it that stopped the ache.

"Now you may go home," he said. "But come back in two days. Then, if the tooth does not ache, I will put a filling in it."

When Betty went back to Doctor Black, he filled the tooth.

Then Betty asked, "Why did a hole come in my tooth? I brush my teeth every day."

“Brushing the teeth keeps them clean,” said Doctor Black. “But it does not always keep holes from coming in them.

“Dentists can’t always tell why holes come in teeth. But if you go to a dentist often, he can find the holes and fill them before your teeth start to ache.

“And there are other things you can do to help keep your teeth healthy.”

“What can I do?” asked Betty.

“You can drink milk and eat fresh fruit and vegetables,” said the dentist. “You can give your teeth and gums exercise, too.”

“Exercise!” cried Betty.

“Yes,” Doctor Black said. “Chewing raw vegetables and other hard foods gives your teeth and gums exercise.

“If you eat only soft foods, the teeth and gums will not have enough exercise to keep them healthy.”



Doctor Black gave Betty a little book.

“This book will tell you how to take care of your teeth,” he said. “It will tell you what foods to eat so that your teeth and gums will get exercise.”

Betty and her mother thanked Doctor Black for the book.

“I’ll try to do just what it tells me,” said Betty. “Good-by, Doctor Black.”

Pages 58, 59, and 60 show some pages that were in Betty’s book. Read them and find out what they told Betty about her teeth.

How to Keep Your Teeth Healthy

Brush your teeth after breakfast each morning and before you go to bed.

Wash your tooth brush in clean water and put it in a clean place to dry. Put a little salt on it sometimes.

You may brush your teeth with salt, too. It helps to keep the teeth and gums clean and healthy.



Raw Foods That Give Your Teeth Exercise

Chewing gives the teeth and gums exercise and helps keep them healthy. Chew meat, raw vegetables, and bread crusts well.

Do not crack nuts with your teeth, or bite hard candy.



Brush up on the
lower teeth.

Brush down on the
upper teeth.



Brush down.

Brush up.



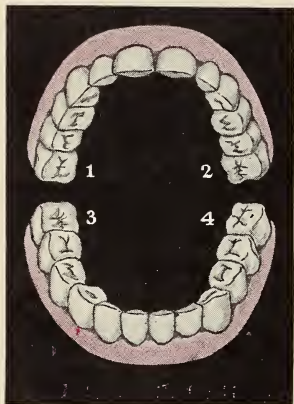
Be sure to brush the teeth on the inside.

Your First and Second Teeth

The first teeth are called baby teeth. When they fall out, new teeth grow in. The new ones are called second teeth.

Baby teeth should stay healthy until they are ready to fall out.

Your second teeth should last as long as you live. So take good care of them.



The large back teeth are called molars.

When you are about six years old, you get four molars, called six-year molars. They are marked 1, 2, 3, and 4 in the picture.

Take good care of the six-year molars. If they come out, no teeth will grow in their places.

The Radio Game

Here are some more questions for the radio game. If you have forgotten how to play it, read page 29 again.

1. Did you go to bed at eight o'clock last night?
2. Did you sleep at least eleven hours?
3. Did you sleep with your window open?
4. Did you air your bed this morning?
5. Do you rest when you are tired?
6. Do you sit straight?
7. Do you try to walk with your head and chest up?
8. Do you take exercise every day?
9. Do you take good care of your teeth?
10. Do you keep your hands away from your eyes?
11. Do you take care of your ears?



PART 3



The Pet Show

“Mother! Mother!” called Amy. “See what I have! It came home with me from school.”

Amy’s mother came to the door.

“Oh! A little black kitten!” she said. “How thin it is! It looks as if it had no one to feed or care for it.

“It must be lost.”

Amy wanted to play with the kitten.

“We must wash the kitten before you play with it,” said Mother. “But first let us feed it, for it is very hungry.”

Then she gave the kitten some milk.

Amy said, “I would like to keep this kitten. May I, Mother?”

“Yes, you may keep it if you can’t find the owner,” said Mother.

Amy put a sign like this in the front yard.

FOUND—A BLACK KITTEN

No one came for the kitten. So Amy kept him and named him Blackie.

One day, when she was watching him drink his milk, Amy said, “I like milk as well as Blackie does. But I eat other kinds of food, too. Don’t kittens eat other foods?”

"Milk is the best food for little kittens," answered Mother. "Blackie should always drink plenty of milk.

"But now he is old enough to eat other things, too. He may have a little meat, fish, or eggs and cooked vegetables."

Amy was very careful to give Blackie the right kinds of food each day. In a few weeks he looked like a different kitten. He was not thin any more, and his hair was thick and shiny.

He was a very pretty kitten.

One day Amy came running home from school. "Oh, Mother!" she said. "We are going to have a pet show at school, and there will be prizes.

"To win a prize, a pet must not be too fat or too thin, and it must be clean and healthy.

"I am going to take Blackie."



The day for the pet show came.

There were dogs, cats, birds, rabbits,
and many other animals.

Bow-wow! Mew-mew! Cock-a-doodle-do!
What a noise all the pets made!

A man came and looked at each of them.

At last he said, "A kitten wins the first
prize. He is not too fat or too thin, and
he is clean and healthy."

The kitten was Blackie!

Different Kinds of Food

Amy's kitten took the prize because he ate the right kinds of food. Good food and care made him strong and healthy.

Good care and good food help children become strong and healthy, too.

Do you know why we should eat many different kinds of food? Different foods help us grow strong in different ways.

Some foods help make strong muscles.

Some foods help make strong bones and healthy teeth.

Tell why we need strong muscles and bones.

Tell why we need strong, healthy teeth.

Meat, fish, cheese, dried beans, and milk make strong muscles. You will find out what foods make strong teeth and bones when you read pages 68 and 69.

Look at Picture 1 on page 69 and tell how these foods help you.

Name the foods in Picture 1.

How many of these foods do you eat?

Some vegetables and fruits help make strong bones and healthy teeth.

Picture 2 shows some of these.

Find lettuce and spinach. What other vegetables do you see in this picture?

Find a peach and a grapefruit.

Name the other fruits that you see in Picture 2. How many of these fruits and vegetables do you eat every day?

Picture 3 shows some other foods that help us grow and keep well. It shows a dish of cereal. Find it. Name the other foods in Picture 3.

How many of the foods in these three pictures do you eat every day?



1. Foods that help make strong muscles



2. Foods that help make strong bones and healthy teeth



3. Other foods that help us grow and keep well

Many foods help keep the body clean inside. Some of them are oranges, peaches, grapefruit, apples, prunes, spinach, lettuce, tomatoes, and cabbage.

Which of these foods are in Picture 2?
Which ones are in Picture 3?

Foods Made of Milk

Why is milk good for us?

We should drink milk every day and eat foods that have milk in them.

Do you like custards? They are made of milk.

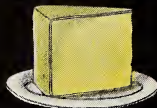
Sometimes milk or cream is put in cooked vegetables.

Different kinds of soups are made with milk or cream. Name some of them.

Here are some foods that are made of milk and cream. Name them.



ICE CREAM



CHEESE



BUTTER

Do you like these foods?

Butter is made of cream. Page 71 tells you how to make it.

How You Can Make Butter



1. Put thick cream into a jar.



2. Shake the jar until the butter comes.



3. Take the butter out of the jar.

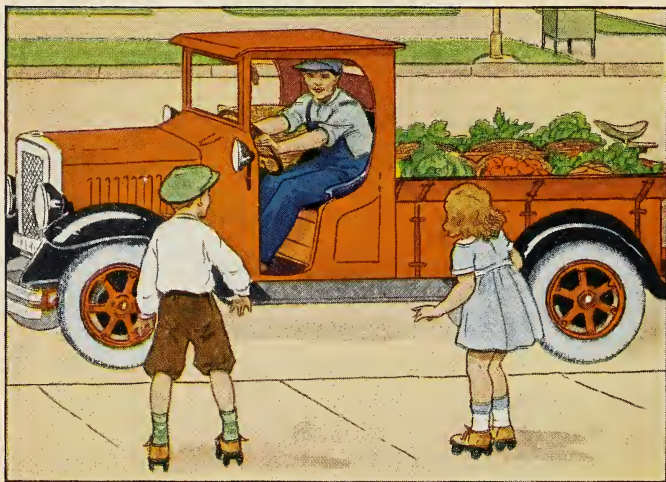


4. Wash the butter with cold water.



5. Salt the butter, and it is ready to eat.





Tony's Vegetable Truck

"Any vegetables? Any fruit today?" called Tony, the vegetable man.

Mary and Dick skated up to him.

"Oh, look, Dick!" cried Mary. "Tony has a new truck!"

Dick looked at the truck and said, "It's a fine truck. May I ride in it, Tony?"

"Ask your mother first," said Tony.

Dick took off his skates and ran to the house.

"Mother, please come and see Tony's new truck!" he cried.

But Mother could not leave Baby.

"You and Mary may be my helpers," she said. "You may buy vegetables for me. I need oranges and grapefruit, too."

Dick ran back to the truck and told Tony what his mother had said.

"I have some large oranges," said Tony. "And here are some fine grapefruit, too. Now tell me what vegetables you like."

"I don't like any," said Dick.

"I'll choose the vegetables," said Mary.

Tony said, "Here is some nice celery, and I have good tomatoes today."

"We will take some celery, tomatoes, cabbage, and green beans," said Mary. "And we will take some carrots, too."



Tony put the fruit and the vegetables in a basket and took them into the house.

When Mother looked at them, she said, "You children are very good helpers. You bought just what I wanted. I will have a vegetable surprise for dinner today."

"I don't like Tony's vegetables," said Dick. "But I like his new truck. May I ride in it, Mother?"

"I think you should learn to eat Tony's vegetables before you ride in his truck," said Mother.

"I like meat and fish and eggs better than vegetables," said Dick.

"Those foods are good for you," said Dick's mother. "They help make your muscles strong.

"But you need strong bones and teeth, too. Milk and fruit are the only foods you like that make strong bones and teeth."

"Will vegetables make my bones and teeth strong?" asked Dick.

"Yes," said Mother. "Tomatoes will help them grow strong. Green vegetables like cabbage, lettuce, and spinach help, too.

"And vegetables do something else for you. They help you to grow and to keep clean inside."

"Well," said Dick, "I didn't know that vegetables would do so many things for me. Maybe I can learn to like them. I will eat some today."

At dinner there was a big, round pie on the table. Dick said, "My, what a big pie you have baked, Mother!"

They all sat down at the table, and Mother cut the pie at once.

"This is an upside-down dinner," said Dick. "We are going to eat dessert first."

Then he saw that the pie was made of green beans, carrots, tomatoes, and celery. The crust was made of potatoes.

"It's a vegetable pie!" said Dick.

"Mother told us that she would have a vegetable surprise for dinner," said Mary.

Dick ate his piece of pie.

"My, how good this pie is!" he said.

"Vegetables are better than you thought they were," said Mother.

"They certainly are," said Dick. "This is a good joke on me, for I thought I did not like vegetables."

After that Dick ate two or three kinds of vegetables every day, and he liked all of them.

One morning when Tony came by, Dick ran out to the truck.

"Hello, Tony," he said. "I like all of your vegetables now, and Mother says that I may ride with you today."

"That's fine," said Tony. "Jump in!"

Dick jumped in, and away they went.

"Any fruit? Any vegetables today?" called Tony.

"Any fruit? Any vegetables today?" called Dick.





Dick Gets Weighed

Soon after school started in the fall, the boys and girls in the second grade were weighed.

Dick could hardly wait for his turn to be weighed.

"The nurse will be surprised when she sees how big I am," he thought.

At last the nurse called, "Dick White is next."

Dick came up to her, and she looked at him in surprise.

"Why, Dick!" she said. "You are taller than you were the last time I saw you, and you look stronger, too."

When she had weighed him, she said, "You weigh much more than you did last year. You are growing fast."

Dick was proud. He laughed and said, "I think Tony's new truck helped me grow."

As they left the nurse's room, all the children began to ask questions about Tony and his truck.

"Who is Tony?"

"How did his truck help you grow?"

Dick did not have time to answer the questions before they got back to their schoolroom.

When the children were back in their room, John said, "Miss Burns, may Dick tell how Tony's truck helped him grow?"

"Yes," said the teacher. "Tell us about it, Dick."

Then Dick told how he had learned to eat vegetables so that he could ride with Tony.

"I learned to eat eight different kinds of vegetables," said Dick.

"But I eat other things, too.

"Mother cooks things for each meal that help me grow. I eat some of everything she cooks."

"Tell us about some of your meals," said the teacher. "Then we will see how many of us eat the same things you do."

While Dick named some of the things he ate at each meal, Miss Burns wrote them on the blackboard.

Here are some of the meals that Dick ate. Read what is in each one.

Breakfast

- | | | | |
|----|--------------------------|----|---------------------------|
| 1. | Orange juice | 2. | Grapefruit |
| | Bacon Cereal | | Soft-boiled egg |
| | Buttered toast Milk | | Buttered toast Cocoa |

Dinner

- | | | | |
|----|------------------------|----|---------------------|
| 1. | Tomato juice | 2. | Vegetable soup |
| | Fish | | Chicken |
| | Baked potato | | Baked sweet potato |
| | Spinach Carrots | | Creamed cabbage |
| | Brown bread and butter | | Bread and butter |
| | Milk Baked apples | | Milk Ice cream |

Supper

- | | | | |
|----|-----------------------|----|-----------------------|
| 1. | Tomato soup | 2. | Soft-boiled egg |
| | Cooked prunes | | Creamed celery |
| | Buttered toast | | Buttered toast |
| | Milk Custard | | Milk Peaches |

Do you eat many of the same things that Dick ate? Tell which ones you eat.

Good Desserts

What desserts are in Dick's meals on page 81?

Tell why ice cream is a good dessert for boys and girls.

Custard is another good dessert. It is good for children because it has milk and eggs in it. Pudding is a good dessert.

Fruit is good for dessert, too.

Sometimes Dick has cookies for dessert. And sometimes he eats one or two pieces of candy just after his dinner.

He does not eat candy or other very sweet foods between meals.

If we eat sweet foods between meals, they keep us from being hungry at meal time. Then we do not want to eat the other foods that we should eat.

How to Choose Good Meals

If children want to grow and be strong, they should eat the right kinds of food.

Eat at least one of these foods every day.

eggs cheese meat fish dried beans

Each day eat one or more of these vegetables.

lettuce celery cabbage carrots
tomatoes green beans spinach

Eat all these foods at least once a day.

raw or cooked fruit
potatoes or rice bread and butter

For dessert eat these foods.

fruit ice cream custard pudding

Drink milk at every meal.

Can you help Mother plan good meals?

Look at page 81 and tell which foods in each meal make strong muscles.

Which foods help make strong teeth and bones?

Which ones help keep us clean inside?











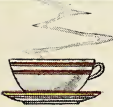













Are tea and coffee in any of the meals on page 81? Tea and coffee do not help boys and girls grow. That is why Dick does not drink tea and coffee.

Look at page 85 and choose four things that would make a good breakfast for you.

Choose seven or eight things that would make a good dinner.

Choose five things to eat for supper.

Did you choose some foods in each meal that help make strong muscles and strong teeth and bones? Did you choose some foods in one or two meals that help keep you clean inside?

			
SPINACH	CARROTS	LETTUCE	POTATOES
			
STRING BEANS	CELERY	SOUP	MILK
			
TOMATOES	BUTTER	COCOA	EGGS
			
FISH	BACON	CHICKEN	MEAT
			
BREAD	CEREAL	TOAST	ORANGES
			
APPLES	PEACHES	GRAPEFRUIT	ICE CREAM

A Riddle Game

Here is a riddle game that Mary and Dick played one day.

Mary said, "I am thinking of something that makes strong bones and teeth.

"It is round and full of juice."

"Is it a grapefruit?" asked Dick.

"No," said Mary. "It is sweeter than a grapefruit."

"Is it an orange?" asked Dick.

"Yes," said Mary.

Dick said, "I am thinking of something that makes strong muscles. It makes strong bones and teeth, too. It is white."

"Is it an egg?" asked Mary.

"No," said Dick. "We drink it."

Guess what food Dick was thinking of.

Look at page 85 and make riddles about the foods you see there.



The Bear That Ate Too Much

Cubby was a baby bear that was always hungry. Sometimes he ate and ate and ate until he could hardly sit up.

"I don't see how a little bear can eat so much," Cubby's mother often thought.

One morning when Cubby woke up, his mother was gone. Cubby was hungry, and so he started to look for food.

He knew that cars sometimes stopped in the road near by. The people in them gave candy and cookies to the bears.

He went straight to the road. Then he sat down and waited for a car to stop.

Cubby waited and waited, but all the cars passed without stopping. By and by he was so hungry that he wanted to cry.

Then he remembered the store in the park. Once the storekeeper had given him a bottle of milk.

“Maybe he will give me some milk today,” thought Cubby. “I’ll go and see.”

When he came to the store, Cubby saw a car standing near. The door of the car was open, and no one was inside.

The little bear’s nose went sniff, sniff. There was candy in the car!

Cubby climbed in.

He saw a box full of things to eat. First he found the candy. He ate it all at one bite. Next he found a cake and gobbled it up in three big bites.

Then he found some red apples. He ate and ate and ate apples.



There was a bottle of milk in the car, and Cubby drank that. He ate a carrot. He liked that, too. So he gobbled up all the carrots. Then he found some bacon. That was the best thing he had tasted!

But Cubby didn't gobble the bacon. He was so full that he could not eat fast now. He knew he was eating too much, but the bacon was so good that he could not leave it. He ate until there was not a speck of bacon left!

At last Cubby could not eat another bite. He had eaten so much that he could hardly move.

He could not climb out of the car. He rolled out. Then he had to lie very still for a while because he did not feel like getting up.

Oh, my! Oh, my! How bad that little bear felt!

He cried and cried.

After a time Cubby found that he could stand up. He started for home, but he had to walk slowly. And he had to lie down often and rest.

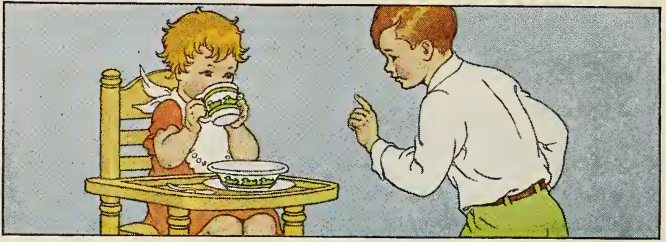
How poor Cubby wished that he had not eaten all that food.

“Oh, dear! Oh, dear!” thought Cubby. “All those things tasted good, but they don’t feel good inside me!”

Rules for Eating

When you eat and drink, remember these rules.

1. Wash your hands before you eat.
2. Eat your meals at the same time every day.
3. Do not eat too much at any meal.
4. Chew your food well.
5. Do not take large bites of food.
6. Eat and drink slowly.
7. Chew your food quietly.
8. Drink quietly.
9. Do not talk with food in your mouth.
Keep your lips closed while you chew.
10. Do not play hard or swim soon after eating.
11. While you are at the table, talk about happy things.



These stories are about the rules on page 91. Read each story and answer each question.

1. Little Patty was learning to feed herself. She began to drink her milk.

“Oh, Patty!” cried Joe. “You should not make a noise while you drink. Try to drink quietly.”

Which rule did Joe teach Patty?

2. Billy took a bite of pudding. While his mouth was full, he said, “Father, may I go to play with Dick after school?”

Which rule did Billy forget?

3. At supper Nancy chewed her bread and vegetables well. She chewed her meat a long time, too. And she kept her lips closed while she chewed.

Which rules did Nancy remember?

4. May was in a hurry to eat breakfast. She took large bites of toast and gobbled her egg. She drank her milk very fast.

Which rules did May forget?

5. Just after dinner one day, Jimmy wanted Billy to run a race with him.

"Not now, Jimmy," said Billy. "It is too soon after eating."

Which rule did Billy remember?

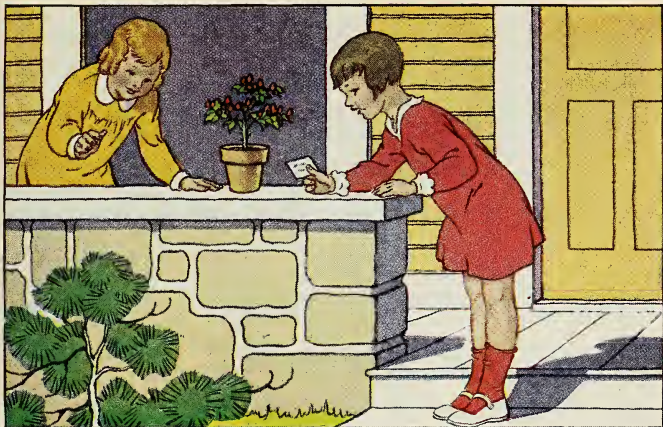
6. Bobby came in from play and went right to the supper table.

"Why, Bobby!" said his mother. "How dirty your hands are!"

Which rule did Bobby forget?



PART 4



Red-Hot Cherries

One day when Molly and Betty came home from school, they saw a new plant. It had little red balls on it.

On the plant was a card which said,

Happy Birthday to Molly
from Cousin May

“What a pretty plant!” said Molly.

“What kind of plant is it?” asked Betty.

“It has cherries on it,” said Molly. “It must be a little cherry tree.”

“No,” said Betty, shaking her head. “It can’t be a cherry tree. Cherry trees don’t grow in flower pots.”

She looked at the strange plant again. She had never seen one like it before.

“But it may be a new kind of cherry tree,” she said. “Those little red balls certainly look like cherries.”

“Let’s taste them,” said Molly. “Then we can tell what they are.”

So Molly picked a little red ball, and Betty picked a little red ball. Their two mouths opened, and into them went the little red balls.

“What queer cherries!” thought the two girls, for the balls did not taste at all like cherries.



Suddenly their mouths felt very hot.

“Oh, my!” cried Betty. And out of her mouth came the strange cherry.

“Oh, oh!” cried Molly. Out came her cherry, too.

Their lips and mouths burned so much that the tears ran down their faces.

Just then Mother came out.

“Why are you crying?” she asked.

“Oh, oh, oh! My mouth is burning up!” cried Betty.

“We tasted the cherries,” said Molly.

“They are red hot!”

“Cherries!” cried Mother in surprise.
“Where did you get them?”

The girls pointed to the plant with the red balls.

“You funny little girls!” said Mother.
“Those are not cherries. They are not good to eat.”

“We know that now,” said Molly.

Mother gave the girls some milk to drink and some bread to eat.

“The milk will make your mouths feel cooler,” she said. “And the bread will help stop the burning, too.”

The girls ate the bread and drank the milk, and soon the burning stopped.

“You must never taste anything unless you know it is good to eat,” said Mother.

“After this I’ll be careful,” said Betty.

“And I will, too,” said Molly. “I’ll never forget those red-hot cherries.”

Questions to Answer

The next day Molly and Betty told Miss Burns about the red-hot cherries. The teacher and the children talked about the danger of tasting strange things.

“Don’t taste anything strange unless you are sure it won’t hurt you,” said Miss Burns. “And don’t put anything dirty into your mouth, or you may get sick.”

She asked these questions. How would you answer them?

1. Why should we not eat candy that has been on the floor or the sidewalk?
2. Why should we wash fruit or cut off its skin before eating it?
3. Why should we be sure our hands are clean before we touch food?
4. Why should we not put pencils or money or our fingers in our mouths?



Oh, the Wee Green Apple

I ate a small green apple;
It tasted good, an' yet—
I wish that small green apple
An' I had never met!



Nancy's Plants

"Why, Nancy!" said Mother one day. "How did your plants get into this dark place?"

"Oh," said Nancy, "I moved them one cold night when I opened my window. I was afraid they would be too cold. I'm sorry I forgot them, Mother. I'll move them back to the window."

Nancy saw that the plants were yellow.

"Why are they yellow, Mother?" she asked. "They were green last week."

Nancy's mother said, "Your plants have had no sunshine for a week. That is why they have become yellow. Sunshine makes plants green."

"My plants are very dry, too," Nancy said. "They are falling over. Should I tie them up?"

"No," said Mother. "Water, sunshine, and fresh air will make them strong."

Nancy moved her plants to the window, where there was plenty of fresh air and sunshine. She gave them some water, too.

Then she drank some water herself.

"My plants and I are alike," she said. "I need water and sunshine and fresh air just as my plants do. I'm going outdoors right now to play."

Do you play outdoors every day?

Do you drink plenty of water?

Too Much Hot Sunshine

Sunshine helps keep you well.

In summer you wear thin clothes, so that your skin gets much sunshine.

But the hot summer sunshine can hurt you if you stay out in it too long at one time. It may burn your skin and make it very sore.

Too Much Cold Water

You need to drink plenty of pure water, but you should be careful not to drink too much cold water at one time.

Too Much Cold Air

You must breathe fresh air at night as well as in the daytime. But do not have too much cold air in your room at night or let the cold wind blow on your bed.

Good Housekeepers

Do you think it is good for people to breathe air that is full of dust?

Do you think it is good for people to be in places that are not clean?

Do you think it is good for people to eat food that has had flies on it?

Here are five things you can do to be a good housekeeper.

1. Wipe off your shoes before you go inside the house or the school.

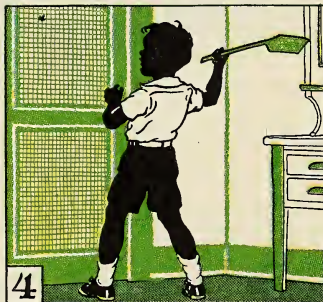
2. Help keep the washroom at school and your bathroom at home clean.

3. Wipe up dust with a clean cloth.

4. Keep flies away, for they are dirty.

5. Keep food covered so that dust and flies cannot get on it.

Look at the picture on page 105 and tell what each child is doing.





Why Harry Ran Home

When Harry was on his way to school one bright winter morning, he met Mark and Peter.

“Hello, Harry,” said Mark. “Where are your overcoat and mittens?”

“I don’t need them today,” said Harry. “It’s warm enough without them.”

“It seems warm now,” said Mark. “But it may turn cold before school is out.”

"The radio said that it is going to be cooler before night," said Peter.

And Mark said, "Father read in the paper yesterday that it might snow today. That is why I brought my overcoat."

"Well, I'm not going to take mine," said Harry.

Before the morning was over, it grew much colder. The bright sunshine was gone, and a cold wind was blowing. Soon it was snowing hard.

When it was time to go home, the boys and girls in Harry's room put on their coats and their mittens. Poor Harry did not have his overcoat and mittens. He had to run home to keep warm.

He said to himself, "I won't let the next warm winter day fool me. I'll bring my overcoat and mittens. Then if it turns cold, I'll be ready for it."

How Clothes Help Us Keep Well

On a cold winter day we wear thick, warm clothes when we go outdoors. We wear thick coats and warm hats. We wear warm stockings and overshoes, and we put on mittens. These clothes keep the body from getting cold.

Do not wear thick clothes in the house.

If you wear your sweater or overshoes when you are in a warm room, your body will become too hot. Then, if you go out into the cold air, you will cool off quickly.

If your body cools off too quickly, you may get a bad cold.

Why should you never go from a warm room into the cold air without putting on your warm outdoor clothes?

When your clothes get wet, take them off as soon as you can, for wet clothes will make your body cool off quickly.

Look at the picture and tell what things you would wear outdoors on a cold, dry day. What things would you wear on a warm, wet day? On a cold, wet day?

Which things would you wear while you are in the house?





Tom's Cold

The second-grade children were going home from school.

"Tomorrow we are going to the zoo!" they shouted. "We are going to see the animals."

Tom began to splash in the water along the sidewalk.

"Don't play in the water, Tom," called Jane. "If you get your shoes and stockings wet, you may have a bad cold. Then you can't go to the zoo tomorrow."

The next morning Joe said, "Tom is sick today. He has a cold."

"Then he can't go to the zoo," said May.

"He wants us to wait until he is well," Joe said. "But he will not get well very soon, for he doesn't stay in bed. I saw him at the window this morning."

"We should go to the zoo without him," said Jim. "He doesn't try to keep well."

"He never buttons up his overcoat," said Jack, "and he walks in the water."

"Yes," said Jane. "He got his feet wet yesterday. And he wears his sweater in school."

"Tom does have too many colds," said Miss Burns. "How can we help him learn to keep well?"

The children and Miss Burns thought of a plan. They made a list of things for Tom to do.

Then Miss Burns and the children wrote to Tom. They put this list in the letter:

1. Keep your feet dry.
2. Button your overcoat on cold days.
3. Take off your sweater and overshoes when you are in the house.
4. When it rains, remember to wear your rubbers and raincoat.
5. Stay away from people who have colds.
6. Use your own drinking cup.
7. Bring a clean handkerchief to school every day.

"I live next door to Tom," said John.
"I can give the letter to his mother."

When John went home for dinner, he saw Tom's mother on the street. So he gave the letter to her.

"I'll give it to Tom," she said.

Tom was not in bed when his mother got home. He was on the floor, playing with his top. She gave him the letter, and this is what Tom read.

Dear Tom:

We won't go to the zoo without you if you will stay in bed until you are well.

Try to do all the things on our list, so that you won't have so many colds.

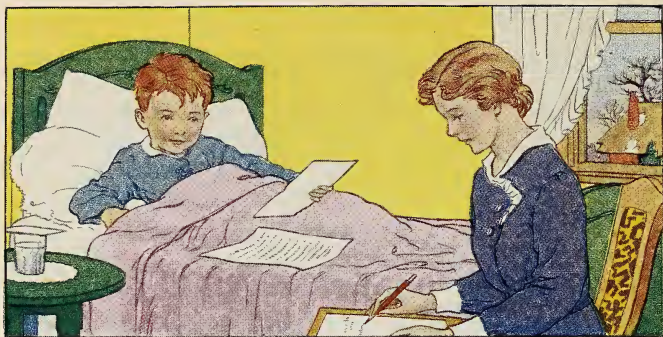
Your Second-Grade Friends.

Tom read the list. Then he began to think about the things he did that gave him colds.

He liked to wear his sweater in the house. He liked to walk in the water.

He often forgot to button his overcoat and put on his overshoes.

He read the list again.



“I’m afraid that colds do keep me from having many good times,” he thought.

So he jumped back into bed and said, “Please write a letter for me, Mother.”

This is the letter she wrote for him.

Dear Friends:

Thank you for not going to the zoo without me.

I will try to do all the things on the list. I am in bed, and I am going to stay here until I am well.

Tom.

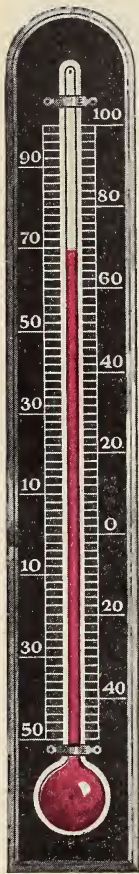


Don't Give Colds to Others

You do not like to get a cold from someone else. So you should be careful that others do not get colds from you. When you have a cold, remember these things:

1. Stay in bed.
2. Use a paper handkerchief or a clean cloth to wipe your nose. The cloth or paper should be burned.
3. When you cough or sneeze, cover your nose and mouth with a handkerchief.

The Thermometer



A thermometer tells us how warm it is. The red line goes up as the air gets warmer. It goes down as the air gets cooler.

At what number is the top of the red line in the picture?

At what number is the red line on the thermometer in your schoolroom?

If the red line goes above 72, your room is too hot. If it goes lower than 68, the room is too cold. Is the air in your room too hot or too cold now?

Do you have a thermometer at home? If you do, look at it every day and see how warm the air is.



How Signs Help Us Keep Well

What does the sign in the picture say? It means that the water is good for us to drink and will not make us sick.

Sometimes you see signs like this in picnic grounds or parks.

Some water is not pure enough to drink. So it is best to carry pure water with you when you go on a picnic.

Carry your own drinking cup, too.

When you drink from a fountain, never touch it with your lips.



In the picture above is another sign that helps us keep well. It is called a quarantine sign. Read what it says.

When a quarantine sign on a house says “diphtheria,” it means that someone in the house is sick with diphtheria. If you should go into the house, you might take diphtheria, too. That is why the quarantine sign tells you to stay out.

Quarantine signs do not always say “diphtheria.” If you have ever seen a quarantine sign, tell what it said.

When there is a quarantine sign on your own house, what should you do?

The Radio Game

Read page 29 again. Then play the radio game with these questions.

1. Do you put into your mouth things that are not clean or not good to eat?

2. Do you play outdoors in the fresh air and sunshine as often as you can?

3. Do you take off your overshoes and sweater in the house?

4. Do you bring a clean handkerchief to school every day?

5. Do you always put on warm clothes before you go out into the cold air?

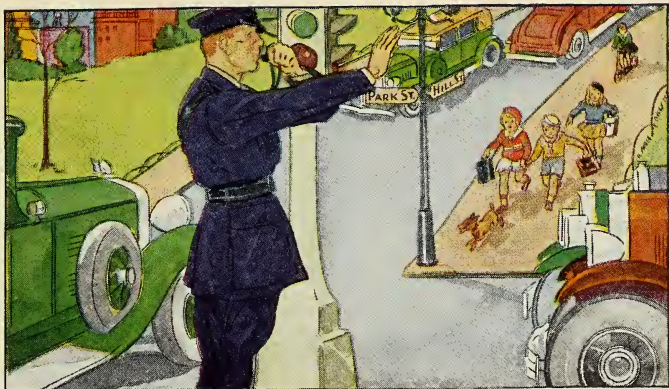
6. When you drink from a fountain, do you touch the fountain with your lips?

7. Do you stay in bed when you have a cold?

8. Do you cover your nose and mouth when you cough or sneeze?



PART 5



The Traffic Policeman

It was after eight o'clock.

“Soon the boys and girls will be coming to school,” said the traffic policeman.

Just then the traffic lights changed.

The light for Park Street turned red.

The light for Hill Street turned green.

Squeak! Squeak! The cars and trucks on Park Street stopped.

Honk! Honk! The cars and trucks on Hill Street started.

The big policeman looked up Hill Street and saw some children running down the hill to school.

"Slow up, Dick," he shouted to a little boy who was coming down the hill on a scooter.

Then the traffic lights changed again.

The policeman blew his whistle, and the cars on Park Street started. The cars and the children on Hill Street stopped.

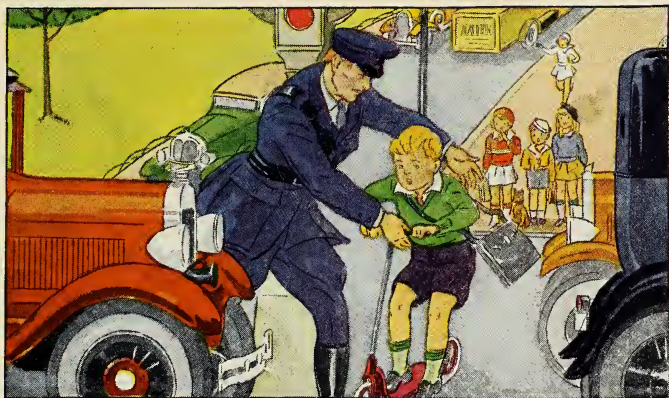
But Dick came flying down the hill so fast that he could not stop.

The policeman saw that the scooter was going to run right into a big car. He blew his whistle hard.

Squeak! Squeak! The car stopped.

Just as Dick got to the middle of the street, the policeman put out his hands and stopped the scooter.

Dick was frightened.



“I’ll slow up next time,” he said.

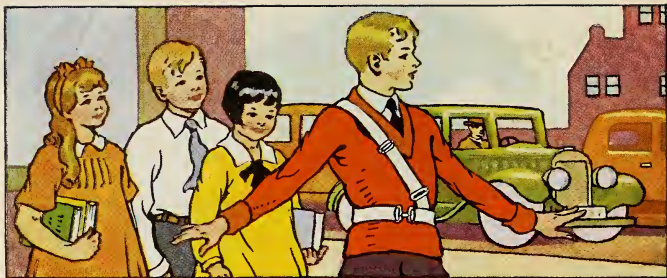
“Hill Street is no place for scooters,”
said the policeman in his big voice.

Then the traffic lights changed again.

“Come on! You can cross the street
now,” the policeman shouted to the boys
and girls who were waiting at the corner.

“Honk, honk! Squeak, squeak!” went
the cars.

Tell what might have happened if the
policeman had not been at the corner.



Crossing Streets Safely

Sometimes big boys watch the traffic near their school. They help the smaller children cross the streets safely.

If you have boys like these near your school, watch them carefully.

If you do not see any traffic lights or anyone to help you cross the street safely, remember to do these things:

1. Stop at the corner before you cross.
2. Look up and down the street.
3. Be sure that you are not in the way of any car that may be turning the corner.

Snoopy, the Pet Pig

Peter came home from the country with a new pet. It was a fat little pig.

“Why, Peter!” said his mother. “What will you do with a pig? He can’t take care of himself in town.”

“Oh,” said Peter, “Snoopy is a wise little pig. He will soon learn to take care of himself.”

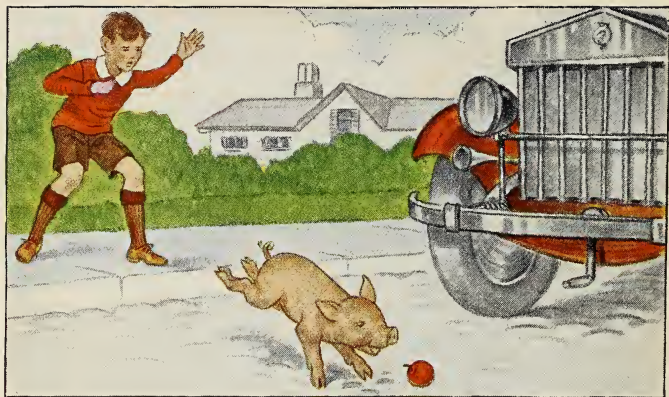
Peter put the pig in the back yard and went away to play with his friends.

Snoopy stayed in the back yard for a while. Then he ran out into the street.

There was an apple in the middle of the street, and Snoopy wanted it.

Honk! Honk! Honk! Down the street came a big truck.

Snoopy was running to get the apple and did not see the truck.



Peter was coming down the street, too. He saw the truck. Then he saw his little pig in the middle of the street.

“Snoopy! Snoopy!” he called.

Honk! Honk! Squeak! Squeak!

The big truck stopped just in time, and Snoopy ran to Peter.

Peter took his pet back into the yard.

“Snoopy!” he said. “You must never, never play in the street.”

Snoopy looked wise, but said nothing.



Next day some of Peter's friends came. They played with Snoopy for a while and then went to play in Peter's swing.

Suddenly Snoopy ran under the swing. Bump! Down he went under John's feet! The little pig rolled over and over, but he was not hurt.

"Snoopy!" cried Peter. "You must keep away from a swing when someone is in it."

Snoopy looked wise, but said nothing.

Next morning Peter went to the store for his mother.

He walked to the corner and stopped. He looked up the street. He looked down the street. Nothing was coming. So he went across.

Snoopy started after Peter. But he did not look to see if any cars were coming. He started to go across in the middle of the block.

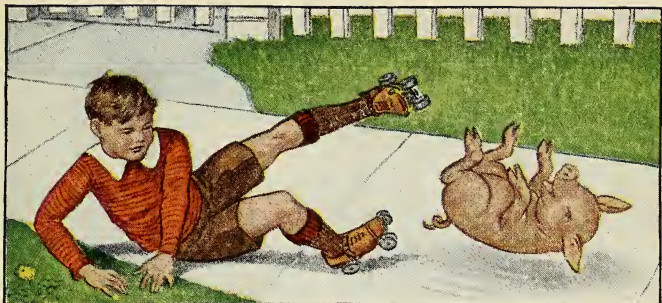
Suddenly Peter heard a frightened cry, "Wee! Wee! Wee!"

He looked back. There was Snoopy in front of a car. The little pig ran so fast to get out of the way that he fell down.

Peter ran into the middle of the street and picked him up.

"Snoopy, Snoopy!" he said. "Won't you ever learn to keep out of danger?"

Snoopy said nothing at all.



One day Peter was roller skating, and Snoopy went to find him. The little pig did not keep to the right. At the corner he bumped into Peter, who was coming home.

Down they both went!

“Snoopy,” said Peter, “you look wise, but you don’t even know how to keep on the right side of the walk. You can’t take care of yourself in town. You will have to go back to the country.”

“Wee! Wee! Wee!” said Snoopy.

Can you take good care of yourself, or are you like Snoopy?



The Bonfire

Father had made a bonfire, and Helen and Mary Ann were watching it.

“Stand back as far as I do,” said Father. “Then your clothes won’t catch fire.”

While they were standing there, Helen saw Spot, her dog, with something in his mouth.

“Oh, he has my new doll!” cried Helen. “Put it down, Spot! Put it down!”

Spot dropped the doll and ran away.

Just then the wind blew some burning trash on the doll, and its dress caught fire.

“Oh! Oh! Oh!” cried Helen. “My doll is burning!”

Father quickly took off his sweater and covered the doll. At once the fire was out. Helen’s doll was safe!

“That is a good way to put out a fire,” said Mary Ann.

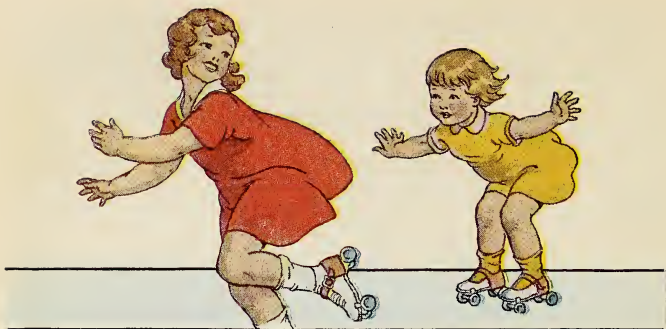
“Here is another way,” said Father.

He took a piece of burning wood out of the fire. Then he rolled it over and over on the grass, and the fire went out.

He said, “If your clothes ever catch fire, lie down quickly and roll over and over.”

Helen said, “I’ll remember how to put out a fire, but I’ll be careful not to get my clothes on fire.”

“I’ll be careful, too,” said Mary Ann.



Who Found Sally?

Mary Jane and her little sister Sally lived above a store. Their mother and father worked in the store all day.

The children had no yard to play in. So they played on the sidewalk or went to a playground a few blocks away.

Mary Jane taught Sally how to cross a street safely. She taught her how to skate on the sidewalk without bumping into people. And she did not let her play in the street.

“You always take good care of your little sister, Mary Jane,” said Mother. “She won’t get hurt while she is with you.”

But sometimes Sally would leave Mary Jane and skate off by herself.

“She may get so far away some time that I can’t find her,” thought Mary Jane.

So she taught Sally to tell her name and where she lived. Over and over Sally would say, “My name is Sally Sharp, and I live at 8 Cherry Street.”

One day, just as Mary Jane and Sally were starting to the playground, a shiny red car stopped at the store. A woman got out and went into the store.

Mary Jane saw the woman drop her handkerchief, and she ran into the store to give it to her. When the woman left, Mary Jane followed her to the car and watched her go away.

Suddenly Mary Jane missed Sally.

“Where are you, Sally?” she called.

Mary Jane was frightened. She looked up and down the street. She looked in all the other stores in the block. She asked the people if they had seen a little girl.

No one had seen Sally!

Just as Mary Jane started home, she saw a policeman coming.

“I’ll ask him to find Sally,” she thought.

She ran to the policeman and told him about her little sister.

“How old is she?” asked the policeman.
“And what does she look like?”

“She is four years old and has yellow hair and brown eyes,” said Mary Jane.

Then the policeman asked, “Does she know her name and street number?”

“Oh, yes,” said Mary Jane. “I taught her to tell her name and where she lives.”

“Good!” said the policeman. “That will help us find her.”

Mary Jane felt better. She was sure now that her sister would be found. She ran back to the store and told her father and mother about Sally.

Then she told them that she had asked the policeman to find Sally.

Father said, “You did the right thing.”

Just then the red car stopped in front of the store again. The same woman was in it, and a little girl was with her.



“Sally, Sally!” cried Mary Jane.

“How did you find Sally?” asked Mother.

The woman said, “When I got home, I saw her in the back of the car. She was asleep.”

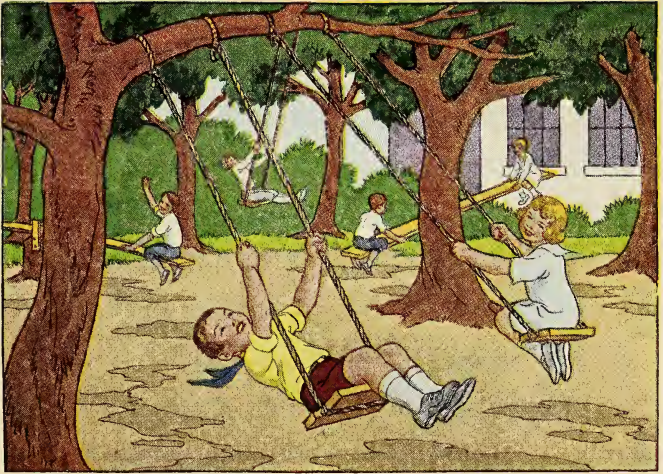
“Thank you for bringing her back,” said Mother. “She must have climbed into your car while you were in the store. But how did you know where she lives?”

The woman smiled and said, “She told me her name and street number. And I brought her home at once.”

After the woman had gone, Mary Jane looked at her mother and said, “I’m sorry I let Sally get lost.”

“But you taught her what to do when she got lost,” said Mother. “So you helped find Sally.”

Sally laughed and said, “I told my name and where I live. So I found Sally, too.”



The Safety Club

Billy lived in the country and went to a country school.

The school had a large yard with many trees in it. The big boys put up swings and made some see-saws for the smaller children.

“Now we have a fine playground,” said Billy.

One morning, when Billy was swinging, a big boy bumped into him. Billy fell out of the swing and cut his leg on a sharp stone.

He jumped up and went into the school. While Miss White was cleaning the cut, May came in crying.

“I cut my hand on some glass,” she said.

The teacher took care of May’s hand. Then it was time for school, and the other children came in.

Miss White said, “Let’s talk about our playground before we go to work.

“You have a nice playground now, but you have too many accidents.

“Some children get hurt by falling on sharp things. Some get hurt while playing on the swings and see-saws. Others are hurt because they are not careful when they play with each other.”

“Let’s all help clean up the stones and boards and pieces of glass,” said one boy.

“It is a good thing to pick up stones and glass and boards,” said Jimmy. “But that will not keep us from having other accidents on the playground.”

“Jimmy is right,” said one of the big boys. “We should think of other ways to make our playground a safe place.”

Billy said, “There’s a safety club where my father works. Everyone in the club tries to keep from having accidents. Why can’t we have a playground safety club for our school?”

“That’s a fine plan,” said Alice.

All the other children thought so, too, and they started the club at once.

They named it the A B C Club. Can you guess what words the letters stand for? They stand for Always Be Careful.

The children made a list of safety rules for the club. Miss White wrote the rules on the blackboard. Here is the list:

Rules for the A B C Club

1. Pick up all the things that might hurt anyone.
2. Keep away from swings and see-saws when they are moving.
3. Take turns in swings and on see-saws.
4. Never play ball near other children who are not playing.
5. Never bump into or trip another child.

After school the boys and girls picked up the cans, sticks, stones, boards, and pieces of glass.

"I wonder what we can do with all this trash," said Jack.



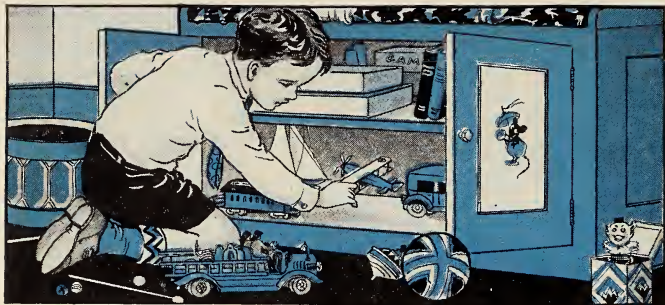
“At home we put all the trash into a hole in the ground,” said Jimmy.

They made a big hole in one corner of the yard and put the trash into it. Then they covered the trash with dirt.

“Now we have a better-looking school yard,” said Alice.

“And we have a club to make it a safe place to play in,” said Billy.

“Our club will help us remember always to be careful,” said Jimmy.



Safety at Home

You have found out how to keep from having accidents on your playground.

Here are ways to keep safe at home.

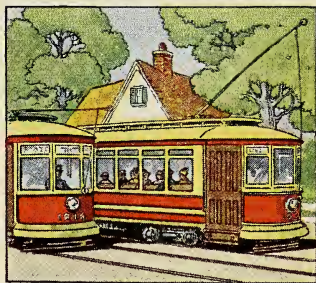
1. Always put your toys away, so that no one will trip over them.
2. If you see pins or other sharp things on the floor, pick them up carefully and put them away.
3. Never touch matches.
4. Stay away from bonfires.

Safety Signs

In these street cars
are signs that say,

**KEEP HEAD AND
HANDS INSIDE**

Tell why the signs
are there.



What does this sign
say?

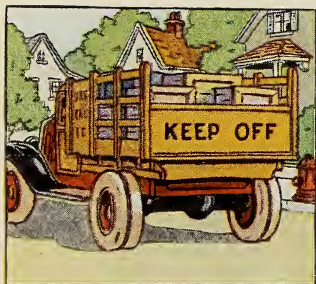
What might happen
if the sign were not
there?



Read the sign in
this picture.

What might happen
if a child should go
outside the ropes?





Did you ever see a sign like this?

Tell why it is there.



What does this sign tell you to do?

What might happen if you did not do what the sign says?

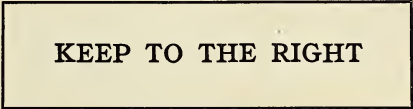


Read this sign.

When you see a strange dog, think of this sign.

Do you know of other signs that help us keep out of danger? Tell about them.


Read this sign and name a place where it might be needed.



KEEP TO THE RIGHT

Do you know of any places where other signs are needed to keep us out of danger?

This sign may be on a country road or on a street where there is no sidewalk.



WALK ON THE LEFT

Tell why we should keep to the left when we walk out in the street or on a country road.

Safety Town

The second-grade children in Jack's school made a toy town on the sand table.

They made safety signs to put in it.

"Our toy town would be a safe place to live in," they said.

So they called it "Safety Town."

Here are some signs they made.

PLAY HERE WHERE IT IS SAFE

SCHOOL—GO SLOW

THIN ICE

DO NOT USE SLEDS ON THIS HILL

NO PARKING

CROSS THE STREET HERE

STOP! GO!

PUT TRASH HERE

STOP! LOOK! LISTEN!

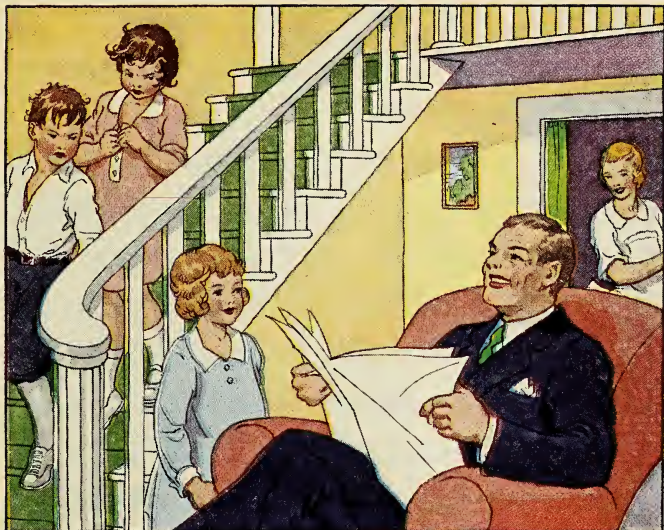


Read each sign on page 146. Then look at the picture above and tell where each sign should be put.

Tell what safety signs are in your town.
Can you make a toy safety town?



PART 6



The Right Side of the Bed

“Good morning, Father,” said Ann.

“Good morning, Ann,” said her father.

Just then Grace and Tom came down. They had not finished dressing, and they both looked cross. They did not like to get up early.

“Breakfast is ready,” called Mother.

They all sat down at the table.

“What a good breakfast!” said Ann.

Grace and Tom didn’t say anything. They both ate very fast, for they had to finish dressing before they went to school.

Tom started to drink his orange juice and overturned his glass. The juice ran all over the tablecloth, and some of it fell on Grace’s dress.

Then both children began to cry.

Mother wiped up the orange juice.

Father smiled and said, “Things always go wrong when you get out on the wrong side of the bed.”

Tom and Grace looked up at Father.

“The wrong side of the bed!” said Tom.

“What does that mean, Father?”

“When you get out on the wrong side of the bed, you are cross,” answered Father.

“Then everything seems to go wrong.”

“But I got out on the same side that I always do,” said Tom.

“And I got out on the same side that Ann did,” said Grace.

Ann looked at her father and smiled.

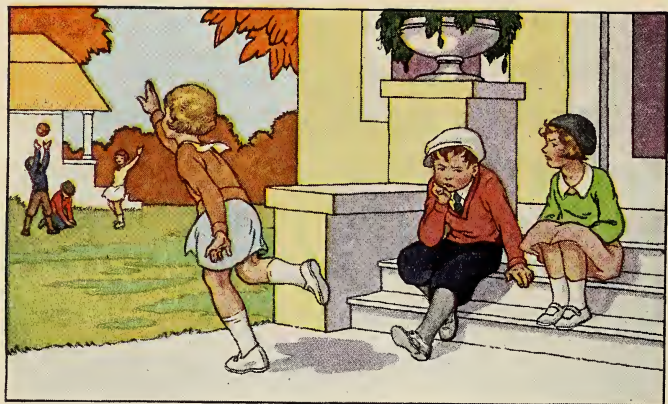
He smiled back at her and said, “Ann is happy this morning. So she must have got out on the right side of the bed.”

“I want to find out about the right and wrong sides of the bed,” said Tom. “But we must hurry now, or we shall be late for school. Please tell us about it tonight.”

Grace and Tom ran to finish dressing.

“Mother!” called Grace. “I can’t find my book and pencil.”

Mother went to help Grace find her book. Then she had to help Tom find his sweater. Ann found Grace’s pencil. At last they were ready for school. Grace and Tom both went away feeling cross.



When Grace and Tom came home from school, they still felt cross.

Ann wanted them to jump rope with her, but they didn't feel like playing. So Ann went to play with some other children.

"Things went wrong for me all day," said Grace.

"Nothing went right for me, either," said Tom. "I didn't have any fun at all."

"Maybe we did get out on the wrong side of the bed," said Grace.

Tom thought for a few minutes. Soon he said, "Tomorrow morning I'm going to climb out over the foot of my bed. Then I can't get out on the wrong side, for I won't get out on either side."

Just then Mother came out. She laughed when she heard what Tom said.

"I'll tell you something, children," she said. "Either side of the bed is the right side if you get up feeling happy."

Both children laughed.

"Father was trying to play a joke on us," said Grace.

"But we often get up feeling cross," said Tom. "I wonder if there is anything we can do that will help us get out on the right side of the bed."

"Let's watch Ann and see what she does," said Grace. "She always seems happy when she gets up in the morning."

After supper Ann put all her school things in one place. So Tom and Grace did the same with their things.

A few minutes before eight o'clock Ann began to get ready for bed.

Tom and Grace didn't like to go to bed early, but they wanted to do everything Ann did. So they got ready for bed, too.

After Ann had brushed her teeth and her hair, she took a bath and put on clean night-clothes. Before she went to bed, she put out clean clothes for the next day.

Grace did just what Ann did. Then she told Tom to do the same things.

When Mother called the children at seven o'clock the next morning, Grace and Tom got up quickly.

Ann was dressing for school. So they began to get ready for school, too. Soon all three children had finished dressing.



“Good morning!” said three voices.

“Well! Well!” said Father. “Here are three children who got out on the right side of the bed!”

The children ate breakfast slowly.

“My, this is a good breakfast,” said Tom.

“I know why,” said Father. “It’s because you got out —”

“ON—THE—RIGHT—SIDE—OF—THE—BED,” finished Tom and Grace.

Father laughed and laughed. “I see you have found out about my joke,” he said.

How to Keep Happy and Well

What did Father mean when he told Grace and Tom that they had got out on the wrong side of the bed?

Read page 149 and tell one thing that made Grace and Tom feel cross.

Read page 151. Why do you think Grace and Tom felt cross when they went to school?

Read page 154 and tell why Ann did not need to hurry to get ready for school.

Look at the picture on page 155. Why did Father say that Tom and Grace had got out on the right side of the bed?

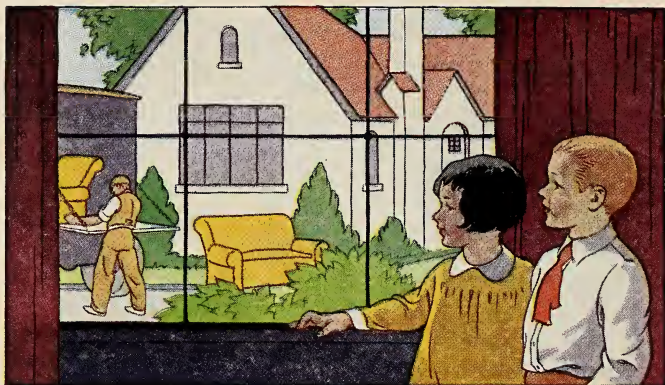
Make a list of things you should do each night to get ready for the next day.

What should you do before breakfast, so that you will not need to hurry to get ready for school?

Ann was always happy. Do you think her good habits helped her to be happy?

Here is a list of good rules that will help you keep happy and well. Read each rule.

1. Sleep eleven hours every night.
2. Go to bed at the same time each night.
3. Get up at the same time each morning.
4. Eat your meals at the same time each day.
5. Eat your meals slowly.
6. Get plenty of fresh air and sunshine.
7. Take exercise every day.
8. Play outdoors as often as you can.
9. Keep your body clean.
10. Take good care of your teeth.
11. Take good care of your eyes and ears.
12. Always try to make others happy.



The New Neighbor

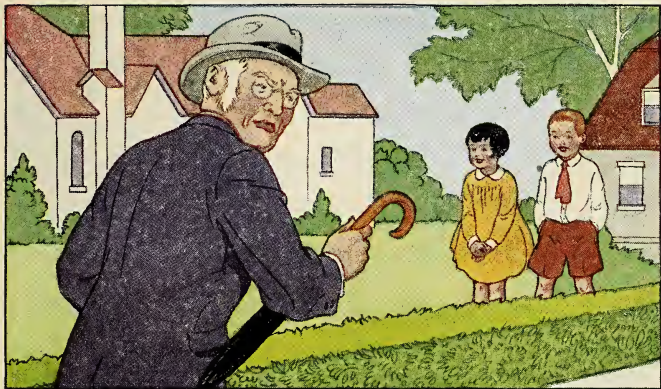
“Paul! Oh, Paul!” cried Ruth. “Someone is moving into the house next door.”

“I’m glad we are going to have some new neighbors,” said Paul.

The next morning Paul and Ruth were playing in the front yard.

“Look, Ruth!” said Paul. “Here comes our new neighbor.”

“Oh, yes,” said Ruth. “I’m going to say good morning to him.”



When the man came by, Ruth smiled and said, "Good morning."

The man did not look at her. His mouth moved, but the children could not hear what he said.

"I think it was 'Humph,'" said Paul.

"He was not very polite to you, was he? Maybe he doesn't like children."

"I wonder what his name is," said Ruth.

"I don't know," said Paul. "Let's call him Mr. Humph."

That evening the children were in the yard when their new neighbor passed by.

They smiled at him and started to speak, but the man looked very cross and turned his head away.

"Well," said Paul, "Mr. Humph certainly doesn't seem to like children. I won't speak to him unless he speaks to us."

"Maybe he is not as cross as he seems," said Ruth. "So let's keep on being nice to him."

"All right, Ruth," said Paul. "He is our neighbor, and we should keep on being polite to him. Maybe he will learn to like us, yet."

Every time the children saw the man go by, they would smile and speak to him.

Sometimes the man looked at them, but though the children listened hard, all they heard him say was, "Humph, humph."

One morning Ruth ran into the house just after their neighbor had gone by.

"What do you think, Paul?" she cried. "Mr. Humph smiled at me today! And he didn't say, 'Humph.'"

"Maybe he is learning to like us," said Paul. "I wish he would, because my ball went into his yard yesterday, and I'm afraid to get it."

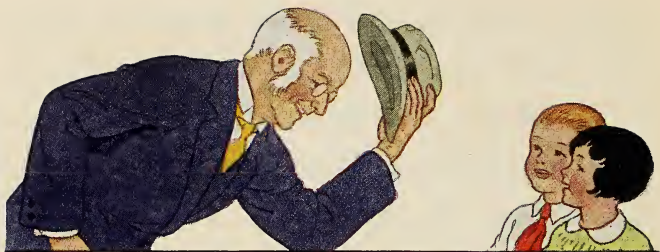
After that Paul and Ruth did not see their neighbor for a few days.

Then one evening Ruth ran into the house and said, "Oh, Paul! Mr. Humph smiled at me again."

"Maybe he will speak to us the next time he sees us," said Paul.

Next morning both children went out and waited for their neighbor to pass. Soon they saw him come out of his door.

"He sees us!" said Ruth.



“Good morning,” said Ruth and Paul.

“Good morning,” said Mr. Humph.

After that he would always smile and speak to the children.

On Christmas morning a box of candy came for Ruth and Paul. The box had a card on it that said,

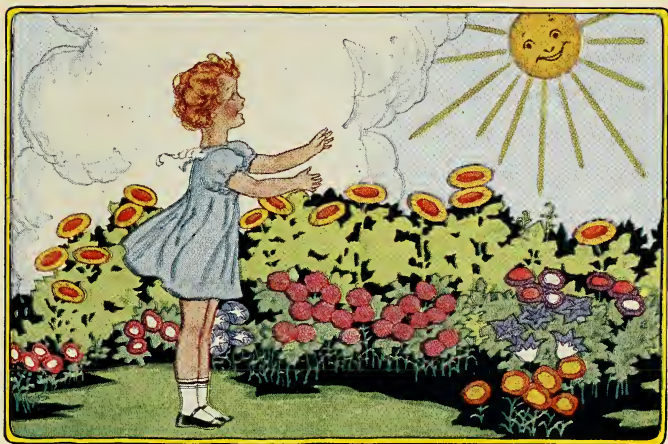
To my polite little neighbors,
from Mr. White.

“Who is Mr. White?” asked Ruth.

“I don’t know any Mr. White,” said Paul.

“Why, children!” said their mother.

“He is your neighbor, Mr. Humph.”



A Sunny Face

The big sun has a happy face.
His smile lights up the darkest place.
And so we always want the sun
To come and smile at everyone.

I think I'll make my own face sunny.
I'll smile, though things may not be funny.
Then people all around will see
A bright face when they look at me.

The Race

When Billy Woods got to school one day, two of the boys were getting ready to run a race.

"Race with us, Billy," called Jim.

Billy ran up and stood by Dan.

Dan was a new boy in school and had never raced with the boys before.

John started the race. He called out, "One! Two! Three! Go!" And away the boys went.

At first Billy was ahead.

"This is fun," he thought. "I'm going to win."

All at once Dan passed Billy and Jim.

The two boys ran faster and faster, but they could not catch up with Dan.

Billy looked cross. He stopped running and walked away. He did not want to race unless he could win.



Dan was the winner of the race, but Jim was not cross about it. He laughed and said, "Good for you, Dan! You are a fine runner! It was fun to race with you."

"Thanks, Jim," said Dan. "You are a good runner yourself."

The two boys shook hands and walked into the schoolhouse.

Which boy do you think has more fun when he plays, Jim or Billy? Why?

Polly's Kind Friend

Polly was five years old. She had just moved to a new home near a playground.

When she first went to the playground, the girls were jumping rope. So she played by herself in one of the swings.

Soon one of the other girls saw Polly and said, "There is a new girl. She is too small to jump rope. Let's play Drop the Handkerchief. Then she can play with us."

"All right, Mary," said the others.

Mary ran over to Polly and said, "My name is Mary White. What is yours?"

Polly told her name. Then Mary said, "Will you play Drop the Handkerchief with us, Polly?"

"Oh, yes, thank you!" cried Polly.

Polly made many friends that day, but she liked Mary best. Can you tell why?



I'm Glad

I'm glad the sky is painted blue
And the earth is painted green.
I'm glad there's so much nice, fresh air
All sandwiched in between.

TEACHER'S NOTES

The main objective of this book is to help form attitudes which will lead to desirable health behavior from the standpoint of the physical, mental, social, and moral well-being of the child.

The book provides a definite background for the stressing of specific health habits and knowledge, but almost every learning activity in the lower grades affords opportunity for health training. The teacher should use all these opportunities for pupil activity since habits are established by practice rather than by knowledge. As far as possible the child should be held responsible for his health behavior at home and at school.

Part I, Pages 7-29: Each child should develop a feeling of pride in, and responsibility for, keeping his person clean and neat.

Pages 11-12. Have children dramatize the cleanliness routines.

Page 18. Various demonstrations may be given to show the efficiency of warm water and soap in cleansing hands, handkerchiefs, etc. Children should become interested in observing how certain animals keep themselves clean.

Pages 23-29. The radio game furnishes a review and an interesting incentive for the self-checking of health habits.

Part II, Pages 31-61. The stories, "Playing Circus" and "Little Crow," should lead to a discussion of regularity of play and exercise, sleep, fresh air and sunshine, and temperance in strenuous exercise.

From the child's free and organized play the following social and emotional attributes should be expected: Courtesy, co-operation, loyalty, fair leadership, ability to recognize own faults, control of temper, pleasure in own achievement, and enthusiasm for good performance of others. The material in Part VI may be used at any time the need arises for stressing some of the above named attributes. Behavior problems similar to the one in the story on Page 164 may be presented by the teacher from time to time.

Pages 40-41: Sleep. Second-grade children should have from eleven to twelve hours of sleep. A large clock dial with movable hands may be used to dramatize the regular bedtime and rising hour. Page 40 suggests the observation of sleep habits of animals. The story, "The Right Side of the Bed," pp. 149-155, shows the effects of regular sleep habits on behavior and emotional health.

Pages 42-45: Posture. The play activities which involve exercise and the toning of the big muscles are conducive to good posture. But some children may be physically unable to take part in specified exercises. The story on p. 42 exemplifies the children's eager desire to imitate what they admire. The teacher should set an example of good posture and help the children devise games which will aid them in establishing good posture habits. Discuss the importance of good breathing. Each child should realize that breathing is easier when his body is erect. A large poster showing good posture vs. bad will prove effective in promoting interest in improving physical appearance. Provide opportunity for the children to compare their footprints with the picture on page 44.

Pages 46-51: Care of the Eyes. Children should become interested in adopting protective practices regarding their eyesight at home and at school, which should include the habit of holding the book the proper distance from the eyes. From 14 to 18 inches (depending upon the size of the type) is considered by authorities to be the correct distance for children of normal eyesight. Pamphlets may be obtained from the National Society for the Prevention of Blindness, New York City.

Pages 52-53: Care of the Ears. Have the children enumerate the ways in which good hearing helps animals and human beings.

Pages 54-60: Care of the Teeth. The story on page 54 will help to develop a friendly attitude toward the dentist and a spirit of co-operation with parents, dentist, and school nurse.

Pages 58-60 should interest the pupils in making a booklet of their own to take home. The American Dental Association puts out illustrated folders, as also do manufacturers of certain dentrifices. Stress the fact that salt and soda are available to every child for cleaning his teeth. The children may use a mirror and locate the six-year molars in their own mouths.

Part III, Pages 63-93: The story on pages 63-66 suggests a classroom animal feeding project. Interest in this activity may culminate in a pet show. Make a list of baby animals that live on milk. Draw attention to the fact that human beings respond to good care and food just as animals do.

All children are interested in their weight and height and consequently should take much interest in forming eating habits that will promote physical growth. Do not compare the growth of one

child with that of another, for there are periods when children do not show much physical growth, and growth is affected by individual characteristics.

Pages 67-69. The teacher should guide the discussion of the value of strong muscles and bones and good teeth. Explain the necessity for regular bowel movements.

Page 69. A large permanent classroom poster chart may be made which will duplicate this page. Make individual booklets illustrating the food values. Most children should be able to identify the foods on this page, but in case they cannot, the teacher should help them. Have the children name other fruits and leafy green vegetables which they eat. Stress the fact that properly canned vegetables are just as nutritious as fresh ones.

Pages 70-71. If possible, conduct an excursion to a modern dairy and to an ice-cream plant. If the experiment on page 71 is performed, the cream should be thick and not chilled. Fill the jar two-thirds full.

Pages 72-81. The stories, "Tony's Truck" and "Dick Gets Weighed," may remind children of similar experiences, and should aid in establishing a desirable attitude toward eating vegetables.

Pages 81-83. Children may exchange simple recipes of favorite dishes and make individual cook books. A play store or market may add further interest to the planning of well-balanced menus.

Pages 84-85. The food values which have been previously presented should be kept in mind while the children work out these problems. This activity leads to better balanced meals in the home.

Pages 87-90. This story injects the idea of temperance in eating.

Pages 91-93. If a mid-morning lunch or noon lunch is served at your school, see to it that the children practice the good behavior suggested by these rules. If no lunch is served at the school, provide opportunities for pupils to dramatize the rules, using water and one or two crackers for food. Children may dramatize other incidents similar to those on pages 92 and 93.

The National Dairy Council and the extension departments of state universities will be glad to furnish nutrition material upon request. Government bulletins may also be obtained.

Part IV, Pages 95-119. The story, "Red-Hot Cherries," stresses the danger of eating any strange wild berries, etc. Caution against swallowing any medicine unless it is given by some one in authority.

Page 99. The teacher may explain the "germ" idea. But the main problem is to see that the child forms a strong dislike of putting anything in the mouth that is not clean. Discuss the danger of eating unripe fruit.

Pages 101-103. Perform experiments with plants to show the need of sunshine, air, and water. Stress the danger of undue exposure to hot sun and to cold air and the danger of excessive drinking of ice water, especially when one is overheated.

Pages 104-105. It is important that the child develop a desire to help maintain order and cleanliness in all his surroundings. Committees may be formed to keep school premises clean.

Pages 106-109: Proper Clothing. Explain how sudden chilling makes one susceptible to colds. Children should become interested in weather forecasts, so that they will carry proper wraps when going away from home. Page 109 may suggest making clothes for paper dolls to suit the different kinds of weather.

Pages 117-118. Discuss other signs which may warn us of danger to our health, such as: DON'T SPIT ON FLOORS OR SIDEWALKS. Children should become acquainted with the function of the local health officer and local regulations regarding contagious diseases.

Part V, Pages 121-147. The first story will remind the children of similar experiences with sleds, coaster wagons, bicycles, etc. At the bottom of page 123 is a suggestion for discussing the need for safety practices. Add safety practices adapted to stormy weather.

Page 124. Dramatize the safe crossing of streets under local traffic conditions. Make sure that children in rural schools know why they should keep to the left when walking on country roads.

Pages 125-129. This story stresses the need for safety in the streets and on the sidewalks and playgrounds. The question at the bottom of page 129 is a good reminder that children must learn to take care of themselves. Safety posters and safety booklets may be made and displayed during National Safety Week. Draw a rough map of the school district and mark the dangerous crossings. Have the children make up stories for Safety Rules similar to those on Table Manners (pages 92 and 93).

Pages 130-131: Fire Hazards. Dramatize the two methods of extinguishing fire. Discuss the need for quick thinking in case of a fire in the home. Children should know how to call the fire department and how to use a fire alarm box. Visit a fire station. A drama-

tization of the action required on the discovery of a fire at home or at school, a grass fire, etc., may be given as a part of a program for Fire Prevention Week. Make a list of safety practices in regard to fire.

Pages 132-136. All children should be able to give their names, addresses, and telephone numbers.

Pages 137-141: Safety in Play. Discuss the condition of the children's own playground and suggest the institution of a club similar to the one in the story. Courtesy should be emphasized as a safety factor in play as well as for its social value. Safe disposal of trash in the city and country should be discussed. Stress the importance of going to older person for first aid in cases of cuts and other accidents. The child should understand the danger of getting dirt into a wound.

Page 142. Safety at Home. Children may list the number of different accidents which have occurred in their homes, and add other pertinent accident prevention rules.

Pages 143-147. Safety Signs. These pages furnish an incentive for a survey of home, school, and community in order to discover practical uses of safety signs. Discuss the particular danger suggested in each picture on pages 143 and 144. Have demonstrations of the proper way to board and get off a street car. The construction of a model of the town or community on sand-table or floor will prove an interesting activity. Children may print appropriate signs to be used. Safety pamphlets may be obtained from the National Safety Council, Chicago, Illinois.

Part VI, Pages 149-167. (See previous suggestion for Part II.) The first story, "The Right Side of the Bed," has a humorous touch which children will enjoy. And they will readily see the relationship of a happy disposition to regular daily habits.

Pages 158-162. "Mr. Humph" also has a humorous appeal. It portrays a desirable attitude toward the eccentricities of some older people. Children are often rude in similar situations. Utilize every opportunity for stressing the desirability of kindness to others, self-control, cheerfulness, co-operation, fair play, truthfulness, and friendliness. The National Committee for Mental Hygiene will furnish materials upon request. Other health pamphlets may be obtained from state boards of health and organizations, such as the Metropolitan Life Insurance Co., New York City, and the American Child Health Association, New York City.

VOCABULARY

The following word list presupposes familiarity with the vocabulary of the *Basic Primer* and *Book One* and *Health Stories, Book One*. *Health Stories, Book Two* introduces 257 additional words, of which 118 words (marked with asterisks) appear in *Basic Book Two*.

7	16	24	34
Jip's	*stockings	*voice	sore
habit	*certainly	*listen	muscles
honk		pencils	exercise
*barked	17	*side	
8	*minute	25	35
hang	yesterday	questions	Indian
*garage		*still	*slept
10	18	*most	cradle
*suddenly	Jimmy	winner	
11	body	26	36
become	19	*seven	*animal
12	different	27	*board
*cloth		eight	*tied
least	20	28	*fall
*week	*dirt	*child	37
filing	comb	29	*star
13	*else	*bring	*horse
twin	21	31	*years
alike	soapsuds	cousins	*quickly
14	22	32	38
*sure	painted	Helen	*knew
*I'm		lie	39
*answered	23	clowns	twinkled
fool	radio	swing	shiny
15	game	33	*o'clock
*plenty	writing	*while	40
dried	blackboard	*proud	bats
*soft			*toes
*mine			

41	51	65	76
*remember	rules	fish	*baked
eleven	*bright	*cooked	dessert
*hours		*thick	potatoes
	52	prize	*picce
42	*few	67	
second-grade		bones	78
*jars	53	cheese	weighed
	aches	*beans	*hardly
43	carefully		*turn
erasers		68	
	54	lettuce	80
44	*kind	spinach	*same
practice		peach	wrote
pointed	55	grapefruit	
foot-prints	*filling		81
		69	juice
45	56	oranges	bacon
breathe	chewing	prunes	toast
	raw	tomatoes	*cocoa
		cabbage	
46	58		82
*blowing	salt	70	pudding
*blew	crusts	custard	*between
*dust	*crack	*cream	
*Bill	bite	soups	83
		*ice	rice
47	59		plan
*close	lower	71	
tears	upper	*shake	84
*whatever			tea
	60	72	coffee
48	*large	Tony's	
*five	molars	truck	
*tiny		*Mary	86
speck	63		riddle
*seemed	Amy	73	
	*thin	*leave	87
49		choose	Cubby
*smaller	64	celery	
	sign	carrots	88
50	*kept	75	passed
*teacher	Blackie	*those	*park
		*didn't	gobbled

89	104	122	137
*drank	flies	scooter	safety
tasted	wipe	whistle	club
90	106	*middle	138
*move	Harry	123	*stone
*felt		*corner	accidents
*slowly	107	*happened	140
91	*might	124	*wonder
*quietly	110	safely	142
lips	*shouted	125	matches
92	111	Snoopy	143
*herself	doesn't	*country	*ropes
93	list	*wise	149
race	112	127	*finished
95	*letter	*bump	152
cherries	113	128	either
96	*top	block	158
cherry	*friends	129	*neighbor
*strange	116	*both	Paul
98	thermometer	*yourself	*Ruth
*cooler	line	130	159
unless	number	Ann	Humph
99	*above	131	polite
*won't	117	trash	*Mr.
*sick	means	132	160
*touch	fountain	*Sally	speak
100	118	taught	*though
yet	quarantine	133	164
101	diphtheria	*Sharp	Dan
*afraid	121	136	ahead
103	traffic	*smiled	167
*wear	policeman		*earth
pure	*changed		sandwiched

HEALTH HABITS AND KNOWLEDGE

(References are to pages)

NEATNESS AND CLEANLINESS

- Washing face, hands, neck and ears, 12, 15, 16, 18, 27, 29, 91, 93, 99.
- Bathing, 12, 15, 18, 19, 29, 154, 157.
- Brushing teeth, 12, 16, 27, 29, 54-56, 58, 59, 154.
- Brushing, combing, washing hair, 12, 13, 14, 16, 20-22, 27, 29, 154.
- Cleaning, filing fingernails, 12, 15, 26, 29.
- Using own towel, washcloth, comb, toothbrush, etc., 12, 20, 29, 112, 117.
- Care of clothing and shoes, 8, 11-17.

CARE OF THE BODY

- Exercise, 31-34, 37, 38, 61, 119, 157.
- Fresh air, sunshine, and water, 36, 38, 41, 45, 61, 101-103, 119, 157.
- Sleep and rest, 37-41, 61, 154, 157.
- Good posture, 24, 36, 42-45, 61.
- Care of eyes, 46-51, 61, 157.
- Care of ears, 12, 15, 52, 53, 61, 157.
- Care of teeth, 12, 16, 27, 29, 54-61, 67-69, 75, 84, 86, 157.
- Proper clothing, 106-109, 112, 119.
- Avoidance of illness and infection, 95-99, 100, 103-105, 108-115, 117-119.

NUTRITION

- Foods for health and strength, 63-70, 75, 80-86.
- Foods that build strong muscles, 67-70, 75, 82-86.
- Foods that build strong bones and healthy teeth, 56-58, 67-70, 75, 82-86.
- Foods that aid in elimination, 69, 75, 84-85.
- Well-balanced meals, 81, 83-85.
- Good desserts, 82-85.
- Avoidance of coffee, tea, 84.
- Temperance in eating, 87-91.
- Regularity of eating habits, 91, 157.
- Table manners, 91-93, 157.

SAFETY

- Safety on the street and in traffic, 121-126, 128, 129, 132, 144, 145, 146.
- Safety at home and in play, 127, 137-143, 146.
- Fire prevention, 130, 131, 142.
- What to do when lost, 132-136.

MENTAL HYGIENE

- How habits affect mental and emotional health, 149-157.
- Politeness, 149, 155, 158-162.
- Cheerfulness, 163, 167.
- Kindness, 151, 157, 166.
- Good sportsmanship, 164, 165.



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